

THE DEVELOPMENT OF CLIL METHODOLOGY IN UKRAINIAN TERTIARY EDUCATION OUTSIDE THE LANGUAGE MAJORS

РОЗВИТОК МЕТОДОЛОГІЇ ПРЕДМЕТНО-МОВНОГО ІНТЕГРОВАНОГО НАВЧАННЯ У ВИЩІЙ ОСВІТІ УКРАЇНИ ПОЗА МОВНИМИ СПЕЦІАЛЬНОСТЯМИ

This article analyzes the key definitions of the Content and Language Integrated Learning (CLIL) methodology as a tool for shaping a foreign language communicative environment in non-linguistic higher education institutions in Ukraine. In global pedagogical literature, this approach emerged as a response to the need to address issues of bilingualism, eliminate inter-ethnic conflicts, consolidate society as a factor of social well-being, and create a competitive labor market. The expansion of CLIL at the higher education level was further driven by the challenges of globalization and the internationalization of education, increased academic mobility, the development of general knowledge, the need for shifts in the technological structure of society, and the demand for rapid responses from professional communities to these changes.

The article examines the core concepts of the CLIL methodology, which are based on foreign language teaching practices grounded in the communicative approach (i.e., language should be taught and used in meaningful contexts). The main principles of implementing the CLIL methodology in higher education are identified. It is emphasized that a CLIL-based lesson includes the following components: Content (acquisition of knowledge, development of skills and competencies in a specific subject area), Communication (practical use of a foreign language in the learning process, where students learn how to use the language), Cognition (development of cognitive and intellectual abilities that shape general understanding), and Culture (awareness of other cultures and recognition of oneself as part of a cultural system).

The article attempts to analyze the advantages and challenges of implementing the CLIL methodology in Ukrainian non-linguistic higher education institutions. The author concludes that the application of CLIL aligns with the functional approach to foreign language teaching at the tertiary level and allows for more effective language acquisition by creating an artificial language environment, connotative context, and fostering students' intrinsic motivation. Despite the mentioned challenges associated with CLIL implementation, practical experience in EU higher education demonstrates its effectiveness and feasibility in Ukrainian non-linguistic universities.

Key words: professional competences, bilingual education, language skills, subject area integration, CLIL (Content and Language Integrated Learning), communicative approach to teaching.

У статті проаналізовано основні визначення методики предметно-мовного інтегрованого навчання (CLIL) як інструменту формування іншомовного комунікативного

середовища в немовних вищих навчальних закладах України. У світовій педагогічній літературі цей підхід виник як відповідь на потребу вирішення проблем білінгвізму, усунення міжетнічних конфліктів, консолідації суспільства як фактору соціального благополуччя та створення конкурентоспроможного ринку праці. Подальше поширення CLIL на рівні вищої освіти було обумовлене викликами глобалізації та інтернаціоналізації освіти, збільшенням академічної мобільності, розвитком загального знання, потребою в змінах технологічної інфраструктури суспільства та вимогами швидких реакцій професійних спільнот на ці зміни.

У статті розглядаються основні концепції методики CLIL, які базуються на практиці викладання іноземної мови, що ґрунтується на комунікативному підході (мова має бути викладена та використовувана у змістовних контекстах). Визначено головні принципи впровадження методики CLIL у вищій освіті. Підкреслено, що заняття за методикою CLIL складаються з таких компонентів: Зміст (отримання знань, розвиток навичок та компетенцій у предметній галузі), Комунікація (практичне використання іноземної мови в навчальному процесі, при цьому студенти навчаються, як використовувати мову), Пізнання (розвиток когнітивних і розумових здібностей, що формують загальне розуміння), Культура (усвідомлення існування інших культур та розуміння себе як частини культурної системи).

У статті зроблено спробу проаналізувати переваги та труднощі впровадження методики предметно-мовного інтегрованого навчання в немовних вищих навчальних закладах України. Авторка приходить до висновку, що застосування методики CLIL відповідає функціональному підходу до викладання іноземної мови у вищій освіті і дозволяє досягти більшої результативності процесу її засвоєння шляхом формування штучного мовленого середовища, конотаційного контексту та сприяє підвищенню внутрішньої мотивації студентів. Попри вищезазначені труднощі, що виникають під час впровадження методики CLIL, практичний досвід європейських вищих навчальних закладів демонструє її ефективність і можливість застосування в українських немовних університетах.

Ключові слова: професійні компетенції, білінгвальне навчання, мовні навички, інтеграція предметних областей, CLIL (методика предметно-мовного інтегрованого навчання), комунікативний підхід до навчання.

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Problem Statement. In contemporary Ukrainian society, the socialization of future specialists within international and intercultural contexts has become one of the key priorities of higher education. A high

level of foreign language proficiency is now regarded as a crucial tool for expanding and enriching both professional competencies and domain-specific knowledge. The national higher education standard

emphasizes the need to incorporate professional specificity in foreign language instruction, aligning it with practical tasks relevant to students' future professional activities. Therefore, higher education institutions face the challenge of equipping students not only with foreign language communication skills but also with specialized knowledge in their chosen fields. The effective resolution of this task largely depends on the implementation of innovative teaching approaches and techniques in foreign language classes. One such approach is the CLIL (Content and Language Integrated Learning) methodology, which has proven effective in developing essential competencies among students of non-linguistic higher education institutions.

Review of Recent Studies and Publications.

The term *Content and Language Integrated Learning* (CLIL) was first introduced in 1994 by David Marsh, a researcher in bilingual education, to describe an approach where academic content is taught through a foreign language [2]. Ukrainian scholar L. Movchan interprets the CLIL acronym as *contextual and language-integrated learning* [1, p. 217]. In 2001, Marsh expanded the concept of CLIL to encompass subject learning through a foreign language, emphasizing that this process stimulates students' motivation and encourages them to reflect on and reshape their communication skills – both in the target and native languages [8, p. 98]. Contemporary researchers define CLIL as a didactic methodology that supports the simultaneous development of linguistic and communicative competence in a foreign language alongside the acquisition of general knowledge and skills.

A number of international scholars have contributed significantly to the study of CLIL. Christiane Dalton-Puffer explores the rhetorical dimension of CLIL; Darío Luis Banegas investigates its methods and benefits; Jason Cenoz focuses on bilingual education processes, with particular attention to CLIL; Carmel Coonan examines its impact on students; D. Coyle researches motivational mechanisms in CLIL classrooms; David Lasagabaster emphasizes the teacher's role in its implementation; and David Marsh continues to chart the methodological evolution of CLIL.

According to the European Commission, CLIL offers students real-time opportunities to apply newly acquired language skills rather than learning them in isolation for future use. The methodology builds confidence among students, particularly those who are demotivated by traditional language instruction in secondary education. It also allows for language exposure without requiring additional hours in the curriculum – an especially valuable feature in professional education settings [3].

CLIL is currently implemented successfully in higher education institutions across Western Europe, including Germany, France, and Belgium. Its

application varies depending on the model adopted. Three primary CLIL models are recognized today:

- Soft (language-led): focuses on the linguistic features of specialized content;
- Hard (subject-led): delivers up to half of the subject-specific curriculum in a foreign language;
- Partial immersion: applies CLIL techniques to selected modules of the professional program delivered in a foreign language [4; 5].

Student demand for practical foreign language application within their professional fields is best met through the integration of language and subject content, which they perceive as a unified whole. This educational approach significantly enhances motivation and does not compromise the quality of content-specific training. On the contrary, it fosters a deeper engagement with both the language and the subject matter. In higher education, CLIL is particularly relevant, as it enables immersion in a foreign-language communicative environment without requiring adjustments to existing academic timetables.

Identification of Previously Unaddressed Aspects of the General Problem. Unlike in Western European higher education institutions, the CLIL approach (Content and Language Integrated Learning) has not yet gained widespread development or implementation in Ukraine. This is despite the fact that Ukrainian higher education emphasizes enhancing foreign language proficiency, which highlights the necessity of examining the effective integration of CLIL into university-level instruction [1, p. 215].

Purpose of the Article. This article aims to explore the key theoretical foundations of CLIL methodology, define the main principles of its implementation in higher education institutions, and analyze both the advantages and challenges of applying CLIL in non-linguistic universities in Ukraine.

Presentation of the main research material. CLIL is a relatively recent educational approach that combines content learning with foreign language instruction. It is considered an innovative strategy for teaching students professional subjects through a foreign language (teaching content through foreign language), while simultaneously improving their language proficiency through the subject content (teaching foreign language through content). In this dual-focused method, the language serves not as the end goal but as the means to acquire domain-specific knowledge. This approach enables students to develop both their subject knowledge and their foreign language skills simultaneously. Thus, CLIL pursues two interconnected objectives: the acquisition of academic content via a foreign language, and the learning of the foreign language through engagement with that content.

The CLIL methodology makes language learning more purposeful, as it is embedded in real communicative tasks. Students are exposed to a large volume

of authentic language input, providing them with an immersive learning experience that resembles natural language acquisition. While working on specific topics, learners become familiar with specialized vocabulary and linguistic structures relevant to their field, enhancing their ability to use language in professional contexts.

CLIL lessons are structured around four core components:

- Content – acquisition of subject knowledge and skills.
- Communication – use of foreign language in the learning process, focusing on practical language application.
- Cognition – development of thinking and reasoning abilities necessary for learning.
- Culture – fostering cultural awareness and the ability to see oneself within a global context [6; 7].

CLIL draws on several foreign language teaching (FLT) theories, particularly the communicative approach, which emphasizes meaningful language use in context. The foundational principles include:

1. Situational Learning – Based on behaviorist theory and language structure, this approach focuses on acquiring high-frequency vocabulary and sentence patterns through repetition and practical use in realistic scenarios.

2. Language Acquisition – Since language learning is a cyclical rather than linear process, CLIL's thematic nature supports the integration of new material while reinforcing previously acquired knowledge.

3. Natural Approach – Language learning in context mirrors the natural, communicative process. Fluency is prioritized over grammatical accuracy, and errors are viewed as part of language development. Students build language competence gradually and meaningfully.

4. Motivation – In CLIL, language is a tool for learning rather than the goal itself. When students are engaged with subject content, their motivation to learn the language for communication purposes increases.

5. Current FLT Practice – CLIL aligns with modern language teaching trends: lexical material is emphasized over grammar; fluency is prioritized; content is absorbed in chunks, echoing the lexical approach. Integrated skills and student collaboration are encouraged, with learning tailored to students' needs and diverse learning styles.

The implementation of CLIL in higher education relies on several key principles:

- Language classes should support the acquisition of subject content.
- Subject classes should contribute to foreign language development.
- Integration of language and subject content should be ensured through joint planning and common themes [9].

In Ukraine's non-linguistic institutions, the first principle is most widely applied – foreign language instruction is aimed at professional communication, involving terminology acquisition, reading, and translating subject-specific texts. However, the other principles – using subject classes to support language learning and integrating disciplines – are applied sporadically and mostly within individual institutions. This is largely due to a shortage of content teachers proficient enough in a foreign language to teach their subjects in it, as well as a lack of appropriate curricula for bilingual instruction.

Conclusions. Based on the above, it can be concluded that the implementation of the CLIL methodology aligns with the functional approach to foreign language teaching in higher education. It enhances the effectiveness of language acquisition by creating an artificial language environment and connotative context, while also positively influencing students' intrinsic motivation.

Despite the challenges associated with applying CLIL, the practical experience of higher education institutions in countries such as Bulgaria, Germany, and France demonstrates the feasibility and effectiveness of this methodology within Ukrainian non-linguistic universities.

An analysis of scientific and pedagogical literature, as well as international best practices, indicates that integrating CLIL principles into higher education contributes to the following:

- the systematization and expansion of students' knowledge not only in terms of linguistic competence but also within their professional domains;
- increased student engagement in both foreign language classes and discipline-specific courses;
- the development and reinforcement of skills in using professional literature relevant to their future careers;
- the growth of cognitive and creative abilities, self-improvement strategies, critical thinking, and the capacity for innovative problem-solving in professionally significant contexts.

Thus, the integration of foreign language learning with professional subject instruction proves to be an effective tool for achieving educational objectives – namely, the training of highly qualified future specialists capable of competing successfully in an increasingly globalized and internationalized labor market. With a thorough understanding and mastery of the mechanisms for implementing CLIL principles in the learning process, foreign language competence in higher education can be elevated to a qualitatively new level. This highlights the need for further research into the potential applications of CLIL methodology in non-linguistic higher education institutions in Ukraine.

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