

CONTENT AND LANGUAGE INTEGRATED LEARNING
IN THE TRAINING OF FUTURE TEACHERSПРЕДМЕТНО-МОВНЕ ІНТЕГРОВАНЕ НАВЧАННЯ
У ПІДГОТОВЦІ МАЙБУТНІХ УЧИТЕЛІВ

The article is devoted to the problem of introducing content and language integrated learning (CLIL) into the training of future teachers, which is caused by rapid globalisation processes and Ukraine's course towards European integration. This strategic necessity dictates a growing need for specialists who not only speak a foreign language fluently, but are also able to teach subject matter in that language, making CLIL a key trend in modern education and an urgent requirement for systemic changes in teacher training. In particular, the essence of such concepts as content and language integrated learning (CLIL) as an educational approach that combines the use of a foreign language to master the subject content and simultaneously improve language skills is revealed. Based on an analysis of psychological and pedagogical literature, it is argued that understanding the genesis of CLIL is impossible without analysing its theoretical origins. It is noted that CLIL is a direct result of the influence of ideas of bilingualism and theories of second language acquisition, inheriting the principle of natural language acquisition in the context of its real use. The influence of cognitive learning theory and constructivism, which focus on active thinking, analysis, synthesis and the construction of one's own understanding of the world by learners, is also emphasised. This list is supplemented by key methodologies that have become the foundation for CLIL, such as bilingual education, language immersion, and content-based language learning. Thus, CLIL is a synthesis of leading pedagogical and linguistic concepts, which has made it possible to create a comprehensive and effective methodology for modern education.

The main focus is on the specifics of implementing CLIL in the educational process of higher pedagogical educational establishments. This includes the formation of professional foreign language communication skills (academic speech, professional terminology, intercultural communication) and the deepening of knowledge in professional disciplines through the English language, which ensures harmonisation with international standards. The practical orientation of CLIL is highlighted through preparation for future teaching of subjects in English and its interdisciplinary nature, which allows English to be integrated into various pedagogical and specialised courses.

The need for a systematic approach and appropriate organisational support at the level of a higher educational establishment is identified, including the integration of CLIL components into curricula, close cooperation between departments, access to high-quality English-language resources and the creation of a language environment outside the classroom.

Key words: content and language integrated learning (CLIL), teacher training, curriculum content, bilingual education, higher pedagogical educational establishment.

Стаття присвячена проблемі впровадження предметно-мовного інтегрованого навчання (CLIL) у підготовку майбутніх учителів, що зумовлена стрімкими глобалізаційними процесами та курсом України на євроінтеграцію. Ця стратегічна необхідність диктує зростаючу потребу у фахівцях, які не лише вільно володіють іноземною мовою, а й здатні викладати предметний матеріал цією мовою, роблячи CLIL ключовим трендом сучасної освіти та нагальною вимогою часу для системних змін у підготовці педагогічних кадрів. Зокрема, розкривається сутність таких понять як предметно-мовне інтегроване навчання (CLIL) як освітній підхід, що поєднує використання іноземної мови для опанування змісту предмету та одночасного покращення мовних навичок. На основі аналізу психолого-педагогічної літератури обґрунтовується, що розуміння генезису CLIL неможливе без аналізу його теоретичних витоків. Зазначається, що CLIL є прямим результатом впливу ідей білінгвізму та теорії засвоєння іноземної мови як другої, унаслідок чого принцип природного опанування мови в контексті її реального використання. Також підкреслюється вплив теорії когнітивного навчання та конструктивізму, які фокусуються на активному мисленні, аналізі, синтезі та конструюванні власного розуміння світу здобувачами освіти. Доповнюється цей перелік ключовими методиками, що стали фундаментом для CLIL, такими як білінгвальне навчання, метод мовного занурення та вивчення мови через зміст. Таким чином, CLIL є синтезом провідних педагогічних та лінгвістичних концепцій, що дозволило створити цілісну та ефективну методологію для сучасної освіти.

Основна увага зосереджується на особливостях впровадження CLIL в освітній процес педагогічних закладів вищої освіти. Це включає формування професійної іншомовної комунікативної компетентності (академічне мовлення, фахова термінологія, міжкультурна комунікація) та поглиблення знань із фахових дисциплін через англійську мову, що забезпечує гармонізацію з міжнародними стандартами. Висвітлюються практична орієнтація CLIL через підготовку до майбутнього викладання предметів англійською мовою та його міждисциплінарний характер, що дозволяє інтегрувати англійську мову у різні педагогічні та спеціальні курси. Визначено необхідність системного підходу та відповідного організаційного забезпечення на рівні ЗВО, включаючи інтеграцію CLIL-компонентів у навчальні плани, тісну співпрацю між кафедрами, доступ до якісних англомовних ресурсів та створення мовного середовища поза аудиторією.

Ключові слова: предметно-мовне інтегроване навчання (CLIL), підготовка вчителів, зміст навчання, двомовна освіта, педагогічні заклади вищої освіти.

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Formulation of the problem. Rapid globalization processes and Ukraine's course towards European integration necessitate the active introduction of the English language into all spheres of public life, particularly education. This strategic necessity is officially enshrined in legislation. In particular, the Law of Ukraine "On the Use of the English Language in Ukraine" [4], defines English as one of the languages of international communication and provides for a set of measures for its widespread use. In particular, the law establishes compulsory English language learning in educational establishments, starting from preschool age, and also sets requirements for English language proficiency for certain categories of positions, which directly affects the professional activities of teachers.

Given these changes, content and language integrated learning (CLIL) for future teachers is becoming particularly relevant and timely. The growing need for specialists who not only speak a foreign language fluently but are also able to teach subject matter in that language is one of the key trends in modern education. More and more Ukrainian schools, colleges and universities are beginning to implement elements of CLIL or entire integrated programs. The successful implementation of these initiatives requires the training of teachers who are experts in their subject area and at the same time are fluent in a foreign language. This applies both to foreign language teachers who are deepening their knowledge of subject-specific aspects and to teachers of other disciplines (mathematics, biology, history, etc.) who are strengthening their language skills. Thus, the need for specialists who can combine deep subject knowledge with fluency in a foreign language for teaching is not just a trend, but an urgent requirement of the times, necessitating systemic changes in teacher training.

Analysis of recent research and publications. The basis for this study is a series of works by foreign (A. Amado, K. Bentley, F. Costa, D. Coyle, L. Dale, C. Dalton-Puffer, Yu. Fedovchenko, Ph. Hood, E. Harrop, K. Kelly, A. Lopes, D. Marsh, P. Mehisto, O. Meyer, P. Romanowski, J. Šulistová) and domestic scientists (S. Bobyl, O. Bilozir, N. Cherkashina, O. Khodakovska, N. Kononenko, I. Korenieva, T. Kyrychenko, L. Monastyrivova, L. Movchan, S. Nikiforchuk, L. Nikonorova, Z. Ognivenko, L. Otroshenko, O. Pavlova, O. Pershukova, D. Poltavenko, T. Ridel, O. Rudychik, Yu. Rudnik, N. Savchenko, N. Stetsenko, R. Turenko, O. Shchebrakova, O. Vovchenko, I. Yakushenko, N. Yevtushenko, O. Yaremenko-Gasiuk.), who comprehensively analyze the outlined issue.

The works of O. Goncharova and A. Maslova are relevant to the topic of our research question. They consider the peculiarities of implementing CLIL technology in the educational process of higher educational establishments through the promotion of the

best educational practices of the European Union, multilingualism policy and common values; T. Veretiuk and V. Chetveryk whose research focuses on the advantages and challenges of introducing various elements of CLIL into the educational sphere of higher education institutions; O. Posudiiievskaya, who analyzes the peculiarities of implementation of the content and language integrated learning approach into the methodology of teaching foreign languages in Ukrainian educational establishments.

Identification of previously unresolved parts. Despite the growing interest in CLIL as a methodology, most studies focus on general aspects of its implementation, benefits for students, or problems in school education. At the same time, the issue of systematic training of future teachers to work with this methodology remains outside the scope of scientific interest.

The purpose of the article is to identify the features and advantages of implementing content and language integrated learning (CLIL) for students of higher pedagogical educational establishments. The study analyzes the theoretical origins and main components of CLIL, as well as consider the practical aspects of its integration into the educational process, including challenges and opportunities for the formation of a modern competitive teacher.

Presenting the main material. Content and language integrated learning (CLIL) is an educational approach that focuses on two key areas: using the foreign language being studied to learn and teach the content of a particular subject, while simultaneously improving proficiency in that foreign language [7, p. 1].

CLIL is an innovative technology that combines a number of methods [9], namely: Content-based instruction (CBI); Content-based language instruction (CBLI); Content-based language teaching (CBLT); Dual-focused language education; Language across the curriculum (LAC); Teaching through a foreign language (TFL); Transitional bilingual education (TBE); Writing across curriculum (WAC).

Understanding the origin of content and language integrated learning is impossible without analyzing its theoretical roots, which encompass a number of leading educational and linguistic concepts.

1) According to L. Dale [8, p. 20], CLIL is a direct result of the influence of bilingualism ideas and theories of second language acquisition. This means that CLIL has inherited the principle of natural language acquisition in the context of its real use, just as children acquire their native language or a second language in a bilingual environment. Instead of the traditional artificial division into "language lessons" and "subject lessons," CLIL creates conditions where language becomes a tool for obtaining knowledge, not just an object of study. This stimulates a deeper understanding and assimilation of language structures as they are used to solve real communicative and cognitive tasks.

2) L. Dale also emphasizes the influence of cognitive learning theory and constructivism [8, p. 20–21].

Cognitive learning focuses on the mental processes involved in acquiring knowledge and skills. In CLIL, this manifests itself in the creation of learning tasks that require students not only to memorize, but also to actively think, analyze, synthesize, and evaluate information expressed in a foreign language. This approach promotes the development of higher-order thinking and metacognitive skills.

Constructivism posits that learning is an active process in which students construct their own understanding of the world based on their experience and interaction with it. In the context of CLIL, this means that students are not passive consumers of information but are actively involved in cognitive activities: they discuss, explore, solve problems, and formulate ideas using a foreign language. This approach makes learning more personally meaningful and effective.

3) Researchers D. Coyle, P. Hood, and D. Marsh [7] add to this list, highlighting key methodologies that became the foundation for CLIL. Bilingual education, which involves teaching two or more subjects in two languages, is the direct ancestor of CLIL. It borrows the idea of using two languages in the educational process, but with a focus on integrating content and language.

The language immersion method is characterized by the complete or partial immersion of students in a language environment where the foreign language is the only language of communication and instruction. Scholars categorize immersion education into distinct types: total immersion, which involves teaching the entire curriculum in the second language from the start of formal schooling; partial immersion, where only specific subjects are taught through the second language; and late immersion, which introduces the second language as the medium of instruction at a later stage, such as from age 11 [7, p. 134]. CLIL implements this principle by creating authentic situations for using the foreign language while studying subject matter, which significantly improves its acquisition.

Learning a language through content-based language learning involves studying the language not in isolation, but through content that is relevant and interesting to students. CLIL expands on this idea by making the content (subject matter) the central element around which language learning is built.

Thus, CLIL is a combination of leading pedagogical and linguistic concepts, which has made it possible to create a comprehensive and effective methodology for modern education.

Let us consider in more detail the features of CLIL implementation in the educational process of a higher pedagogical educational establishment.

The implementation of CLIL in the educational process of higher pedagogical educational establishments aims to train well-trained modern specialists

who are able to respond to the challenges of a globalized world.

Developing professional foreign language communication skills is one of the most important goals. It is not just about general English proficiency, but about the ability to use it effectively in professional situations. This includes:

- academic speech (the ability to give presentations, participate in discussions, write scientific articles and essays in English on professional topics);
- professional terminology (acquisition and active use of specific vocabulary and terms from pedagogy, psychology, teaching methodology, etc.);
- intercultural communication (developing the ability to interact effectively with people from other cultures and understand cultural aspects, which is important for modern teachers);
- deepening knowledge of professional disciplines (pedagogy, psychology, teaching methodology, etc.) through the English language. Teaching a subject in a foreign language contributes to both language and subject-specific development. This process allows students to conceptualize the material through the prism of another language, which can open up new perspectives and lead to a deeper understanding of the concepts.

It should be noted that mastering professional disciplines in English allows students to work directly with original English-language textbooks, scientific publications, and research, as well as attend open lectures, seminars, and webinars, which significantly broadens their horizons and keeps their knowledge up to date.

Familiarization with the terminology and approaches used in the international educational community contributes to harmonization with international standards.

The practical focus of CLIL is to prepare students for future teaching of subjects in English. Graduates of higher pedagogical educational establishments who have undergone CLIL training enjoy a number of advantages, namely:

- readiness to work in bilingual schools or educational establishments where certain subjects are taught in English;
- the opportunity to participate in international educational exchanges, grants, and teaching abroad;
- the opportunity for continuous professional development through international courses and programs, etc.

It is important to emphasize that the integration of English into higher pedagogical educational establishments can take place at different levels and in different disciplines, reflecting the interdisciplinary nature of the future teaching profession.

Thus, studying teaching methodology in English allows students to practice their future professional activities during their education. For example, they

can study and analyze international approaches and theories in foreign language teaching (Communicative Approach, Task-Based Learning, Content-Based Instruction, etc.).

Meanwhile, basic disciplines such as pedagogy and psychology allow students to master English terminology related to theories of learning, child development, and classroom management, which is important for reading international literature and participating in professional discussions. They also can analyze various pedagogical and psychological schools and approaches in an international context.

It should be noted that special pedagogical courses focused on particular subjects (e.g., methodology of teaching history, mathematics, natural sciences, if the future teacher plans to teach them in English), or courses that deepen knowledge in certain areas of pedagogy (e.g., inclusive education, STEM education, digital technologies in education) allow to use English to acquire specific knowledge and skills that will be directly used in the future profession. They will help students combine language knowledge with knowledge from various educational fields.

It is worth noting that the successful implementation of CLIL largely depends on the competence of the teaching staff. Thus, a teacher who delivers a subject in a foreign language must have a high level of proficiency in that language (preferably C1-C2) in order to effectively convey content, clearly and comprehensively explain complex concepts, conduct interactive discussions, ask questions, and respond to them, correct students' language errors correctly without hindering communication and serve as an example of correct and fluent language use.

It is important to note that teaching in the CLIL format differs from traditional teaching. Teachers need special training, which includes mastering the principles of CLIL, in particular understanding the 4Cs, which is implemented through a holistic approach to language and subject learning through the integration of four basic components (Content, Communication, Cognition, Culture) [7, p. 41] and their application; creating teaching materials and tasks that simultaneously develop subject knowledge and language skills; the ability to simplify language, use visual aids, encourage peer interaction; developing assessment criteria and methods that take into account both subject knowledge and language skills.

Effective implementation of CLIL requires a systematic approach and appropriate organizational support at the university level. CLIL components need to be integrated into existing curricula or new ones need to be developed. This may include:

- identifying CLIL courses (subjects or parts thereof) to be taught in English;
- appropriate allocation of credits for CLIL courses;
- close cooperation between foreign language departments and subject departments.

It is essential to emphasize the importance of access to high-quality resources. Firstly, the availability or development of textbooks and manuals in English for professional disciplines. Secondly, additional materials such as workbooks, audio and video materials, and online resources that meet the needs of CLIL. Thirdly, ensuring access to English-language scientific and educational publications.

Creating a language environment outside the classroom promotes continuous language practice and immersion. This includes organizing English language clubs; hosting lectures by invited foreign experts and international conferences in English; encouraging students to participate in international projects and exchange programs; posting information (announcements, guides) in English – all this contributes to the creation of a full-fledged and multifaceted language environment in higher education establishments, which is key to intensive language practice and immersion of students in the real context of using English outside the classroom.

Despite its numerous advantages, the implementation of CLIL in the Ukrainian education system faces significant challenges. These challenges hinder the full implementation of the approach, leading to its fragmented and spontaneous use. Let us consider the main problems of CLIL implementation.

1. Methodological and psychological uncertainty among teachers.

Many Ukrainian teachers feel significant discomfort due to the dual focus of CLIL-based classes. It is difficult for them to determine what to concentrate on: teaching the language or the subject matter [3, p. 329]. This uncertainty raises a number of questions: How can a balance be achieved between language teaching and content teaching? What criteria should be used to assess students' knowledge? Is it necessary to have perfect command of a foreign language in order to teach a content subject effectively? The lack of motivation among teachers to use CLIL technology in the teaching process is also a significant barrier [2, p. 115].

2. Administrative and Staffing Challenges.

Educational establishments face the question of how to effectively distribute the teaching load. On the one hand, content teachers do not have sufficient language training to teach their subjects in a foreign language. On the other hand, foreign language teachers often lack sufficient knowledge to teach specialized non-language subjects effectively. This creates a staffing vacuum, as the shortage of qualified specialists becomes the main barrier to the implementation of CLIL.

3. Insufficient professional development.

Another critical issue is the lack of systematic training and professional development for teachers in the CLIL methodology. A specific problem within Ukraine is the shortage of specialized professional

development programs for content and language integrated learning [10, p. 50].

Most teachers do not have the opportunity to acquire specialized knowledge and skills in planning integrated lessons; selecting appropriate teaching materials; developing their own teaching aids; using modern tools and technologies, etc.

This situation limits teachers' capabilities, forcing them to act intuitively, which negatively affects the quality of the educational process.

4. Lack of funds is one of the main barriers to the modernization and internationalization of Ukrainian education, especially in the context of introducing innovative methodologies such as CLIL [6, p. 491]. This problem manifests itself in two main aspects:

- Lack of funding makes it impossible or significantly more difficult for Ukrainian teachers to undergo training abroad. This limits their opportunities to learn about advanced international experience and modern educational practices; improve their foreign language skills in an authentic environment; establish professional contacts and participate in international research projects; and upgrade their skills in the use of the latest methods, in particular CLIL, directly from their native speakers, etc.

- Lack of financial resources also hinders the invitation of foreign teachers and experts from European countries to conduct training courses, seminars, and master classes in Ukraine. This leads to the isolation of the Ukrainian educational space from global trends; the lack of opportunities for direct exchange of experience between Ukrainian and foreign specialists; the slowdown in the process of introducing innovative educational approaches due to the lack of qualified consultants on site, etc.

As a result, despite more than ten years of implementation experience, the CLIL methodology in Ukraine remains largely spontaneous and sporadic.

Researchers [1; 5] note that it is most often represented only by individual integrated lessons, rather than a comprehensive and systematic approach. Its full implementation requires comprehensive changes, including the improvement of curricula, the creation of a teacher training system, and the development of high-quality teaching materials.

Although the implementation of subject-language integrated teaching methods in Ukraine faces certain difficulties, its advantages are so significant that they make this educational approach extremely promising.

CLIL creates a special learning environment that promotes the development of a whole range of soft skills:

- development of critical thinking, because when studying material in a foreign language, students are forced not only to passively perceive information, but also to analyze, compare, evaluate, and synthesize it actively. This requires them to think more deeply about concepts rather than just memorizing them mechanically;

- developing teamwork skills. The CLIL methodology often involves working in small groups on projects, presentations or problem solving. This encourages students to interact, divide roles, seek compromises, and help each other, which is the basis of effective teamwork;

- developing communication skills. Students learn not only to speak a foreign language, but also to use it as a tool for communication in real-life, academic, and professional situations. They practice expressing their thoughts, arguing their position, and participating in discussions;

- developing creativity and problem-based learning. CLIL tasks often go beyond standard exercises. Students can create projects, conduct research, or seek non-standard solutions to complex issues using a foreign language. This develops their creativity and ability to apply knowledge in practice;

- promoting intercultural communication, because when learning a subject in a foreign language, students become familiar with the cultural context in which that language exists. This helps them to better understand different perspectives, traditions, and values, which is necessary for successful interaction in a globalized world.

For future teachers, CLIL is not just a methodology, but a model to follow. They not only acquire knowledge, but also learn effective teaching strategies that they can use in their future professional activities. Teachers who have undergone CLIL-training will be able to create interactive and interesting lessons; effectively manage group work; motivate students to learn independently, etc.

Conclusion. The introduction of content-language integrated learning in higher pedagogical educational establishments is not just an educational trend, but an urgent requirement of the times, dictated by both the needs of modern education and legislative initiatives. This approach, based on bilingualism, cognitive learning, and constructivism, contributes to the formation of comprehensively trained specialists.

Analysis of research has shown that CLIL has significant advantages that are particularly valuable for future teachers. It not only promotes the deepening of knowledge in professional disciplines and the formation of professional foreign language communication skills, but also the development of key soft skills, such as critical thinking, collaboration skills, creativity and intercultural communication. These skills make graduates competitive in the job market and prepared for the challenges of a globalized world.

For the successful and full realization of CLIL's potential, a comprehensive approach is needed, including the development and implementation of specialized training and professional development programs for teachers, systematic organizational and methodological support, and the establishment of international cooperation. Only under these conditions CLIL can become an effective tool for modernizing

Ukrainian education and preparing future teachers to work in an international educational space. Further scientific research should focus on digital tools and platforms to support CLIL learning.

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