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CLIL METHODOLOGY IN THE CONTEXT OF AN INTEGRATED APPROACH TO FOREIGN LANGUAGE LEARNING

This article examines the CLIL (Content and Language Integrated Learning) methodology as a modern approach to integrated education, combining subject content learning with the acquisition of a foreign language. Special emphasis is placed on its relevance in the context of multilingual education and globalization.

Theoretical foundations of CLIL are substantiated, particularly the “4C’s” concept (Content, Communication, Cognition, Culture), which outlines the key directions for implementing the methodology. The connection between CLIL and cognitive and linguistic learning theories is explored.

The principles of integrating language and subject content learning are discussed, emphasizing the importance of interdisciplinary connections and using the language as a tool for acquiring new knowledge.

Key advantages of the methodology, including increased student motivation, critical thinking development, and practical language use, are analyzed. Simultaneously, challenges such as teacher preparation, material adaptation, and assessment are highlighted.

Recommendations for effective CLIL lesson planning are provided, focusing on preparation stages (activating prior knowledge, developing language structures), content and vocabulary selection, and student progress evaluation methods.

Examples of CLIL implementation in various educational systems, particularly in European countries and Ukraine, are presented. Specific cases of applying the methodology in teaching mathematics, natural sciences, and history are described.

The importance of CLIL for developing four language skills – speaking, reading, writing, and listening – is underscored. The role of the methodology in fostering intercultural competence is also considered.

The article concludes by emphasizing the significance of CLIL as an effective means of integrated education. It highlights its potential for developing linguistic and subject competencies and the need for further research and methodological improvement.

Keywords: Content and Language Integrated Learning; CLIL; integrated education; foreign language teaching; interdisciplinary approach; linguistic competence; intercultural competence; innovative methodologies.

Ref. 65.

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МЕТОДИКА CLIL В КОНТЕКСТІ ІНТЕГРОВАНОГО ПІДХОДУ У ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ

У статті розглядається методика CLIL (Content and Language Integrated Learning) як сучасний підхід до інтегрованого навчання, що поєднує вивчення предметного змісту з опануванням іноземної мови. Особливу увагу приділено її актуальності в контексті розвитку багатомовної освіти та глобалізації.

Обґрунтовано теоретичні основи CLIL, зокрема концепція “4C’s” (Content, Communication, Cognition, Culture), яка визначає ключові напрями реалізації методики. Розглянуто зв’язок CLIL із когнітивними та лінгвістичними теоріями навчання.

Розкрито принципи інтеграції навчання мови та предметного змісту. Наголошено на необхідності формування міждисциплінарних зв’язків та використання мови як засобу засвоєння нових знань.

Проаналізовано основні переваги методики, включаючи підвищення мотивації учнів, розвиток критичного мислення, а також практичне використання мови. Водночас окреслено ключові виклики: необхідність підготовки вчителів, адаптації навчальних матеріалів та оцінювання.

Надано рекомендації для ефективного планування уроків за методикою CLIL, зокрема акцентовано на етапах підготовки (активізація знань, розвиток мовних структур), виборі змісту та лексики, а також методах оцінювання прогресу учнів.

Наводяться приклади впровадження CLIL у різних освітніх системах, зокрема в європейських країнах і Україні. Описано конкретні кейси використання методики у викладанні математики, природничих наук та історії.

Підкреслено значення CLIL для розвитку чотирьох мовних компетенцій: говоріння, читання, письма та аудіювання. Розглянуто роль методики у формуванні міжкультурної компетенції.

Стаття підсумовує важливість методики CLIL як ефективного засобу інтегрованого навчання. Наголошено на її потенціалі для розвитку лінгвістичних і предметних компетенцій, а також на необхідності подальших досліджень і вдосконалення методологічної бази.

Ключові слова: Content and Language Integrated Learning; CLIL; інтегроване навчання; викладання іноземних мов; міждисциплінарний підхід; мовна компетенція; міжкультурна компетенція; інноваційні методики.

Problem statement. In the modern educational environment, there is a pressing need to identify methodologies that simultaneously foster students' linguistic competence and facilitate the acquisition of subject-specific content. Traditional approaches to foreign language learning are often focused on the isolated mastery of linguistic structures, which may reduce students' motivation and limit their ability to apply acquired knowledge in real-life contexts. At the same time, integrating subject and language learning requires new pedagogical strategies capable of adapting to diverse educational contexts and cultural settings.

The Content and Language Integrated Learning (CLIL) methodology offers an innovative solution to this challenge by combining subject instruction with foreign language learning. This approach is based on the "4C's" concept – Content, Communication, Cognition, and Culture – ensuring a balanced development of subject knowledge, linguistic competence, cognitive skills, and intercultural awareness. Such a multidimensional approach aligns with the demands of modern society, which is increasingly oriented toward multilingualism, globalization, and interdisciplinary interaction.

However, the practical implementation of CLIL presents a range of challenges. These include insufficient teacher training, a lack of adapted instructional materials, difficulties in integrating language and subject learning within traditional school curricula, and complexities in assessing student performance within this framework. These challenges highlight the need for the development of methodological recommendations that would support the effective application of CLIL across different educational environments.

The relevance of this topic is further reinforced by global trends toward expanding multilingual education and integrating national educational systems into the European and international academic space. Examining the experience of CLIL implementation in various countries and analyzing its effectiveness allows for the formulation of concrete recommendations for Ukrainian educational institutions.

Thus, the key objectives of this study are to provide a theoretical justification for the CLIL methodology, analyze its benefits and challenges, and develop methodological guidelines that would facilitate the integration of this approach into educational processes.

Analysis of recent research and publications. The Content and Language Integrated Learning (CLIL) methodology has been attracting increasing attention from researchers and practitioners due to its innovative nature and versatility. Both domestic and international literature reflect various aspects of its implementation.

E. Barbina ("Integrated Foreign Language Learning in Secondary School", 2019) [1] emphasizes the importance of integrating language and subject learning in secondary education, highlighting the role of interdis-

ciplinary approaches. Similar ideas are developed by O. Vasylenko ("CLIL Methodology in Modern Ukrainian Education", 2021) [2], who explores the adaptation of the methodology within the framework of Ukrainian educational reforms.

In her work "CLIL as an Innovative Foreign Language Teaching Methodology" (2020) [3], I. Honcharova provides an in-depth analysis of the key principles of CLIL, particularly the "4C's" concept (Content, Communication, Cognition, and Culture). Meanwhile, O. Derevianko ("An Interdisciplinary Approach to Learning English", 2018) [4] underscores the importance of cognitive development in the integrated learning process.

L. Ivanova ("Content and Language Integration: Methodological Foundations of CLIL", 2022) [5] offers detailed recommendations for designing instructional materials, emphasizing the role of visualization and multimedia resources, supporting the research of N. Lytvynenko ("Using Multimedia Resources in the CLIL Methodology", 2019) [6].

Among the advantages of the methodology, M. Karpenko ("Pedagogical Aspects of Applying CLIL in Education", 2019) [7] highlights the development of critical thinking and linguistic competence in students. This is complemented by I. Nakonechna ("CLIL and the Development of Critical Thinking in Schoolchildren", 2022) [8], who stresses the importance of teaching analysis and synthesis of information.

International studies, particularly the works of F. Mehisto and D. Marsh ("Uncovering CLIL", 2008) [9], explore both theoretical and practical aspects of the methodology, while J. Clegg ("CLIL in Context", 2011) [10] provides practical recommendations for educators.

Thus, modern research demonstrates the high potential of the CLIL methodology in enhancing both linguistic and subject-specific competencies in students. However, certain challenges – such as teacher training and material adaptation – require further investigation.

The aim of the article is to explore the CLIL (Content and Language Integrated Learning) methodology as an innovative approach to integrated learning, which combines the study of subject-specific content and a foreign language.

Presentation of the main material. In the modern educational environment, Content and Language Integrated Learning (CLIL) is gaining increasing popularity, as it meets the needs of a globalized world and promotes multilingualism and intercultural competence. Today, education must not only transmit knowledge but also develop the ability to communicate effectively in various contexts and situations. The CLIL methodology enables the simultaneous study of a subject and a foreign language, creating natural conditions for the development of students' language skills. At the same time, students use a foreign language as a tool for acquiring new knowledge, which stimulates their interest in learning.

One of the key reasons for the relevance of the CLIL method is its ability to meet labor market demands, which increasingly require professionals to have a high level of foreign language proficiency. Integrated learning prepares students for real professional situations, where both subject knowledge and foreign language communication skills are essential. In the context of international cooperation, intercultural interaction, and the growing importance of English as a global language of communication, CLIL serves as a powerful tool in training the next generation of specialists.

Moreover, the CLIL methodology enhances students' cognitive abilities, as the integration of subject learning and language requires active thinking and information synthesis. This approach helps students to better assimilate both linguistic and subject-specific content, while also fostering critical thinking, analytical skills, and the ability to evaluate information. As a result, students become more independent in the learning process, contributing to their comprehensive personal development.

In today's globalized world with increasing intercultural interactions, the requirements for foreign language education are undergoing significant transformations. In this context, CLIL introduces a new approach to language learning, integrating subject knowledge with language acquisition, thereby fostering deeper and more meaningful knowledge assimilation.

One of the key objectives of this article is to examine the main advantages of the CLIL methodology, particularly its ability to enhance students' language proficiency through the use of authentic, subject-specific materials. Additionally, CLIL fosters the development of cognitive skills, critical thinking, and intercultural competence, which are essential for successful learning and professional engagement in a globalized world.

The article also highlights CLIL's connections with other integrated approaches, such as blended learning, project-based learning, active learning methods, and interdisciplinary competence development. Thus, the aim of the study is not only to outline the impact of CLIL on foreign language learning but also to explore possibilities for its integration with other contemporary methodologies. This enables the unveiling of a comprehensive approach to education, promoting holistic student development, language and cognitive skills acquisition, and preparation for active participation in a multilingual and multicultural society.

The main objectives of this article include:

- Investigating the specifics of the CLIL methodology, identifying its advantages and challenges, and developing practical recommendations for its effective implementation in education.
- Analyzing the essence and theoretical foundations of CLIL, including key aspects such as integrating subject content with language acquisition, creating an authentic language environment, and fostering students' cognitive development. Special attention is given to the

core principles of CLIL, which emphasize the interconnection between linguistic, cognitive, and socio-cultural components of learning.

– Identifying the advantages of CLIL, particularly how it enhances students' language competence through the use of subject-oriented materials, while also fostering critical thinking, cognitive development, and intercultural competence. Additionally, the study highlights student motivation, which significantly increases when foreign language learning is applied in practical, meaningful learning situations.

– Exploring the challenges of implementing CLIL, including potential difficulties faced by both students and teachers. These challenges include language barriers, insufficient teacher training, and the complexity of adapting teaching materials. The study examines how these factors may impact learning effectiveness and explores potential solutions to address these challenges.

– Developing practical recommendations for the effective integration of CLIL into educational settings. Additionally, the article examines the potential for combining CLIL with other teaching methodologies, aiming to create a comprehensive educational environment that fosters holistic student development.

Thus, the objectives of this study are aimed at a thorough examination of the CLIL methodology, identifying its strengths and limitations, and formulating recommendations for its practical application in modern education.

1. Theoretical foundations of the CLIL methodology

The CLIL (Content and Language Integrated Learning) methodology, which translates as Content and Language Integrated Learning, is one of the leading approaches to foreign language teaching that combines the study of subject content and language skills. This methodology emerged based on several key ideas developed in response to the changing demands of modern society for the preparation of multilingual specialists. CLIL became an innovative approach to education, combining language and subject education, thus promoting multilingualism and intercultural competence.

The ideas underlying CLIL originated in the 1960s, when a wave of social and economic changes took place in Europe and beyond. In particular, the growth of integration processes in Europe and the increasing importance of international cooperation contributed to the rising demand for multilingual education. In the 1970s and 1980s, new teaching methods emerged that combined subject disciplines and foreign languages. Examples of such approaches included French-English programs in Canada, bilingual schools in Spain and the Netherlands, and bilingual courses in some Scandinavian countries [11, 2–3].

However, the CLIL methodology, as such, was first officially formulated and developed in the 1990s. Its emergence is linked to the initiatives of the Council of

Europe, which aimed to promote multilingual education and develop the intercultural competence of citizens. In 1994, David Marsh and colleagues proposed the CLIL concept, justifying the need for simultaneous learning of subject content and the language used as the medium of instruction. This was a revolutionary approach that allowed for the creation of conditions for the natural use of language in the learning process, closely aligned with real-life situations [11, 3–4].

The core idea of CLIL is that language is seen not only as a subject of learning but also as a means of learning other subjects. This means that in the learning process, students are given the opportunity to acquire both subject knowledge (such as mathematics, biology, history) and language skills (vocabulary, grammar, speaking). According to the CLIL concept, a foreign language is used not only for language learning but also for the study of other disciplines, which contributes to its practical use and better mastery.

One of the key principles of CLIL is the integration of four key components: content, communication, cognition, and culture. These components, known as the 4Cs (Content, Communication, Cognition, Culture), define the main directions for implementing the methodology:

Content: The main emphasis is on the study of subject matter that is relevant and useful for students. This may include various disciplines, such as natural sciences, social sciences, arts, history, and others.

Communication: Language is used as a tool for teaching subject content. Students have the opportunity to develop their language skills through active communication, pair work, group activities, and other interactive forms of learning.

Cognition: CLIL aims to develop critical thinking, analytical skills, and the ability to engage in logical reasoning. Students perform tasks that require analysis, comparison, synthesis, and evaluation of information.

Culture: CLIL takes into account the intercultural aspect of learning, allowing students to better understand other cultures and develop intercultural competence. This is especially important in the context of the modern globalized world [12, 9–12].

After its official formulation in the 1990s, the methodology gained wide recognition in many European countries and worldwide. The European Union actively supported this approach through various educational programs, such as Erasmus+, facilitating the exchange of experiences between countries and the creation of innovative teaching materials. Many countries developed national strategies for implementing CLIL, which contributed to the development of multilingual education and the improvement of foreign language proficiency among students [11, 5].

Over time, CLIL began to integrate with other methodologies, such as project-based learning, problem-based learning, and interactive learning methods. This allowed for the creation of comprehensive programs that

cover various aspects of learning and meet modern educational requirements.

The CLIL methodology has become an essential part of modern education due to its ability to provide students with the opportunity to practically apply language in real-life situations and develop critical thinking, cognitive, and communication skills. Today, CLIL continues to evolve, adapting to changes in society and educational requirements, particularly in the context of globalization and technological progress.

Thus, the CLIL methodology has a long history and is based on strong theoretical foundations. It emerged as a response to the challenges of globalization and the need for multilingual and interculturally competent specialists. The core ideas of CLIL lie in the integration of subject content with language learning, promoting effective language acquisition and the development of critical thinking. Thanks to its flexibility and practical orientation, CLIL remains one of the leading approaches to foreign language teaching in the modern world.

2. The Integrated Approach to Foreign Language Learning

CLIL (Content and Language Integrated Learning) is an integrated approach to content and language learning, which involves the simultaneous study of subject material and a foreign language. This approach aims to ensure that students acquire not only language skills but also subject-specific knowledge, using the language as a tool for acquiring new information. In CLIL methodology, language is not treated as an isolated object of study; rather, it is integrated into the learning process, facilitating its natural acquisition and effective use [9, 10].

The term CLIL was first introduced in 1994 by David Marsh and his colleagues. According to their definition, CLIL is an “approach to teaching in which subject content and language are learned simultaneously” [11, 1–2]. This means that subject material is presented in a foreign or non-native language, providing students with the opportunity to simultaneously improve both their language and subject-specific competences. The primary goal of CLIL is to create conditions for the natural use of language in the learning process.

The CLIL methodology is characterized by several key features that distinguish it from traditional approaches to language learning. The main characteristics of CLIL are:

Integration of content and language: The key distinction of CLIL from traditional language teaching is that language is used as a tool for teaching other subjects. For instance, students may study biology, history, or mathematics using a foreign language as a medium for acquiring new knowledge. This allows students to actively use the language, significantly enhancing motivation to learn it and promoting more effective language acquisition.

Comprehensiveness of the approach: CLIL combines both linguistic and cognitive skills. The methodology is

based on the “4C’s” principles, which include Content, Communication, Cognition, and Culture. These four components are interrelated and form a cohesive structure that ensures effective learning. Content provides subject knowledge, communication fosters language skills, cognition develops critical thinking, and culture builds intercultural competence [12, 41–42].

Contextualized learning: A key feature of CLIL is the contextualization of language, meaning it is used in real-life situations or realistic educational scenarios. This allows students to see the practical application of the language and better understand how it is used in various fields of knowledge.

Development of cognitive skills: In addition to enhancing language competencies, CLIL promotes the development of cognitive abilities such as analytical thinking, problem-solving, creativity, and the ability to compare, analyze, and synthesize information. This is achieved through tasks that require reflection, justification, and argumentation.

Motivation of students: CLIL significantly increases students’ motivation to learn a language. Since they use the foreign language not only to study grammar rules or vocabulary but also to acquire new knowledge in various fields, this creates a strong motivation to improve language skills. Students see the practical value of the language and gain the opportunity to use it for achieving specific goals.

In practice, the CLIL methodology can take various forms and approaches. There are different CLIL models that can be adapted to the needs of a particular school, class, or even individual students. For example, in some cases, CLIL can be implemented through full subject teaching in a foreign language (so-called “full CLIL”), while in other cases, part of the curriculum may be delivered in a foreign language (partial CLIL).

Key forms of CLIL implementation include several elements:

Bilingual programs: Teaching subjects in two languages – native and foreign. This model is often used in bilingual schools or in International Baccalaureate programs.

Project work: Projects that students complete in a foreign language allow them to develop both subject and language skills. Project work in the CLIL context promotes the development of critical thinking, research skills, and teamwork abilities.

Modular approach: CLIL can be implemented through specially designed modules that incorporate both subject material and language components. These can be short-term programs or courses aimed at studying specific topics.

Interactive teaching methods: CLIL often employs interactive methods such as group work, role-playing, debates, and discussions, which allow students to actively engage in the learning process and use the language in real-life situations.

Despite its significant advantages, the CLIL methodology also presents some challenges related to its implementation. One of the main challenges is the need for a high level of language proficiency from both teachers and students. Teachers must possess both in-depth subject knowledge and high language competencies for successful foreign language teaching.

Furthermore, there is a need to develop specialized teaching materials that meet the requirements of the CLIL methodology. These materials must be adapted to the students’ language proficiency level while still providing sufficiently complex subject content.

Thus, CLIL is a methodology that allows for the combination of foreign language learning with subject matter instruction. It has clearly defined characteristics such as the integration of language and content, contextualized learning, the development of cognitive skills, and increased student motivation. Successful implementation of the methodology requires well-prepared teachers and specialized learning materials, but it opens up significant opportunities for the formation of multilingual and intercultural competent professionals.

The methodology is based on several key principles that make it effective and efficient for simultaneous language and subject learning. These principles include certain aspects.

Integration of Content and Language. The primary principle involves the combination of subject content and language learning. This means that the focus is placed on using language as a tool to study the subject, rather than merely learning the language itself. Students have the opportunity to acquire subject knowledge while simultaneously improving their language skills [13, 15].

The “4C’s” Principle. One of the most important principles of the CLIL methodology is the concept of the “4C’s”, proposed by David Marsh [12, 41]. It encompasses four main components: Content, Communication, Cognition, and Culture. Content covers subject knowledge, Communication focuses on the development of language skills, Cognition includes the development of cognitive abilities, and Culture promotes the formation of intercultural competence. The interaction of these components ensures a holistic approach to learning.

Contextualized Learning. An essential principle is the contextualization of the learning process, i.e., using real-life situations or learning scenarios that are meaningful to students [12, 53]. This helps students better understand how language is used in practice, making its acquisition more natural and effective.

Development of Cognitive Skills. CLIL fosters the development of cognitive abilities such as critical thinking, analysis, synthesis, problem-solving, and creativity [9, 72]. This is achieved through tasks that require reflection, reasoning, and argumentation.

Intercultural Interaction. The importance of developing intercultural competence, helping students understand the cultural aspects of the language community

[13, 56]. This facilitates a broader understanding of the cultural context and encourages tolerance towards cultural differences.

The CLIL methodology significantly differs from traditional foreign language teaching approaches, where the main objective is solely the study of language structures and vocabulary. There are several key differences:

Learning Objectives. In the traditional approach, the primary task is to study language rules, grammar, and expand vocabulary. In CLIL, the aim is not just to teach the language, but also to develop subject knowledge, using language as a tool. This enables students to acquire a foreign language naturally while studying other disciplines.

Teaching Methods. Traditional methods focus on language exercises, grammar rules, reading texts, and vocabulary repetition. In contrast, CLIL emphasizes interactive methods such as group work, projects, discussions, and role-playing, which enable students to actively use language in practical situations.

Teacher's Role. In the traditional approach, the teacher acts as a transmitter of knowledge, whereas in CLIL, the teacher serves as a facilitator, mentor, and organizer of the learning process. The teacher fosters an environment where students can independently explore and study subject material, using a foreign language.

Assessment of Knowledge. In traditional approaches, students' language knowledge and skills are primarily assessed. In CLIL, it is important to evaluate both subject competencies and language proficiency. This means that a student's success is not only assessed based on language proficiency but also their ability to use it to solve subject-related tasks.

One of the core principles of CLIL is the interaction of content and language. This approach ensures that students acquire new knowledge and concepts by using a foreign language as a medium for communication and learning. Key aspects of this interaction include:

While learning through CLIL, it is important to provide adequate language support for students. This may include explaining new terms, using visual cues, creating vocabulary flashcards, and other tools that help students better understand the subject material.

Students are not just passively learning the language; they actively use it in the learning process. This means they should participate in discussions, answer questions, complete tasks, and interact with one another using the foreign language. This creates conditions for the natural assimilation of language structures [9, 168].

It is crucial to create tasks that focus both on acquiring subject knowledge and developing language skills. For instance, students may work on projects where they must research and analyze information, and then present their findings in the target language.

Language should be used as a means to achieve subject-specific goals. For example, while studying natural sciences, students can investigate scientific pheno-

mena using specific terminology and expressions in the foreign language.

The interaction of content and language can pose certain challenges for teachers and students. One major challenge is ensuring adequate language support for students who may not possess a high level of proficiency in the foreign language. Teachers need to adapt materials, considering the linguistic needs of the students, and provide additional explanations and hints.

Another important challenge is the preparation of teachers for instruction. Teachers must possess both subject knowledge and language competence to successfully implement this approach.

The CLIL methodology has clearly defined principles that effectively combine content and language learning. The differences in this methodology manifest in learning objectives, methods, and the role of the teacher.

Integration is a key concept in modern education, which involves combining different disciplines, methods, and approaches to create a more comprehensive and multifaceted learning process. It allows students to see the interconnections between various subjects and apply the knowledge they acquire in real-life contexts. This becomes especially relevant in the context of foreign language education, where integration enables the simultaneous development of language skills and subject knowledge. In this section, we will discuss the concept of an integrated approach in education, its significance, and its application in foreign language teaching.

The integrated approach in education involves combining various elements, such as knowledge, methods, skills, and values, into a unified learning process. This approach aims to overcome the barriers between disciplines and create conditions for a deeper and more holistic understanding of the material.

The main characteristics of the integrated approach include mandatory elements.

Interdisciplinarity. The integrated approach combines knowledge from various disciplines, allowing students to see the connections between them. For example, while learning a foreign language, students can explore topics from history, geography, biology, or art, using the language as a means to acquire and transfer information.

Contextualization. One of the key goals of the integrated approach is to create conditions for learning in real contexts. This means that students can apply their acquired knowledge in practice, solve real-world problems, and develop the skills necessary for the future.

Complexity. The integrated approach encompasses various aspects of the learning process, including cognitive, social, emotional, and cultural development. It promotes the development of the student as a holistic individual and ensures a deeper understanding of the material [12, 33–36].

In the context of foreign language learning, the integrated approach plays a special role, as it enables the combination of language skill development with the acqui-

sition of knowledge from various subjects. This contributes to more effective and natural learning, as language is used not only as a goal but also as a tool for acquiring new knowledge. The main aspects of integration in foreign language education include:

One of the most widespread approaches in the context of integrated foreign language learning is the CLIL (Content and Language Integrated Learning) methodology, which involves integrating language learning with subject learning [14, 3]. Students learn a foreign language while simultaneously acquiring knowledge from other disciplines such as natural sciences, history, geography, or art. This creates conditions for the natural development of language skills.

The integrated approach to foreign language learning also includes familiarization with the cultural aspects of the language. Students explore the cultural traditions, history, literature, and art of the countries whose language they are learning. This promotes the development of intercultural competence and the formation of a tolerant attitude towards cultural differences.

Within the framework of the integrated approach to foreign language learning, emphasis is placed on the development of various types of language activities, such as listening, reading, speaking, and writing. These activities are interconnected and integrated into complex tasks that promote the simultaneous development of all language skills.

The integrated approach has several advantages that make it effective and efficient in foreign language learning. Through integration, students not only learn the language but also develop cognitive, social, and cultural skills. They learn to think critically, solve problems, work in teams, and analyze information.

This approach creates more natural conditions for using the language. Students see how they can apply a foreign language to study other subjects and solve real-world problems, which increases their motivation to learn.

Students have the opportunity to use the language in real-life situations or learning scenarios. This allows them to better understand how language is used in everyday life and professional activities.

The integrated approach promotes the development of intercultural competence, as students have the opportunity to explore the cultural characteristics of the language community. They develop communication skills with representatives of other cultures and learn to approach cultural differences with tolerance.

Despite numerous advantages, the integrated approach also presents certain challenges and issues faced by teachers and students. The implementation of the integrated approach requires a high level of competence from teachers in both the subject and the language. Teachers must be prepared to use new methods and approaches that ensure the integration of content and language.

Ensuring sufficient language support for students, especially if their level of language proficiency is still insufficient, can be challenging. Students may need addi-

tional tools, such as vocabulary cards, visual aids, and adapted materials.

Assessing knowledge can be a complex task, as it is necessary to consider both subject-specific competencies and language proficiency. It is important to develop appropriate assessment methods that reflect the integrated nature of the learning process.

The integrated approach to foreign language learning is an effective and innovative method that combines the development of language skills with the acquisition of knowledge from various subjects. This approach creates conditions for more natural learning, enhances student motivation, fosters the development of intercultural competence, and ensures holistic personal development. At the same time, the implementation of the integrated approach requires teacher preparation, language support, and the development of appropriate assessment methods, which ensures the effectiveness of this approach in modern education.

One of the main advantages of CLIL is its flexibility, allowing it to be integrated with other methodologies, such as the communicative method, project-based learning, and other innovative pedagogical strategies. This creates conditions for an even more comprehensive and effective learning process.

The communicative method is one of the most widespread methods of foreign language teaching, with the main goal being the development of speaking skills and the ability to communicate effectively in the target language. The main focus is on the functional use of the language in real communicative situations.

The connection between CLIL and the communicative method lies in the emphasis on communication as the key component of learning. Tasks are often based on real problems and situations, requiring students to actively use the language during discussions, analyses, or solving learning tasks. For example, during lessons, students may discuss scientific issues, write reports, or give presentations on topics from history or geography. Thus, the implementation of CLIL through the communicative approach helps students absorb learning material, using the language as a means of communication and information exchange.

Project-based learning focuses on active student engagement in solving specific problems or completing project tasks. Students develop projects based on their interests and aimed at achieving specific goals. Project-based learning allows for combining theory with practice and developing students' critical thinking, teamwork, and problem-solving skills.

When combined with CLIL, project-based learning becomes an even more powerful tool, as language is used as a means to complete project tasks and explore learning content. For example, students can create research projects on topics such as ecology, science, or technology, using a foreign language to gather information, communicate, and present results. Project tasks

encourage students to actively use the language, contributing to the improvement of their language skills and the acquisition of subject content.

Problem-based learning (PBL) focuses on developing students' critical thinking by solving complex and real-world problems. The main goal of problem-based learning is to develop the ability to find and analyze information, as well as to solve problems independently [15, 212].

The CLIL methodology integrates well with PBL, as both approaches place students in real problem-solving situations and require the active use of a foreign language to achieve learning goals. Students can work on various tasks, such as analyzing environmental issues or researching social phenomena in other countries. Tasks can be structured in such a way that students need to use the language to collect and interpret information, as well as to present their findings.

The project method is focused on completing long-term project tasks that foster research, planning, and organizational skills. The key idea behind the project method is that students work on implementing their own initiatives, using various information sources and collaborating with each other. This allows students to integrate language development with real research tasks. For example, students can develop projects on art history, technology, or the cultural features of countries. Completing projects involves writing reports, creating presentations, and discussing results with classmates, promoting the active use of language in various contexts.

The Task-Based Learning (TBL) method focuses on engaging students in tasks that are meaningful and realistic in terms of language use [15, 98]. Students are given tasks that require them to use language to achieve specific outcomes, such as creating a plan, discussing an idea, or solving a problem.

Tasks can focus on completing specific assignments related to content acquisition. For example, students can create a plan to address pollution, write reports on historical events, or conduct experiments in natural sciences. This allows students to apply a foreign language to real tasks, enhancing their language proficiency.

The CLIL methodology integrates effectively with other modern approaches, such as the communicative method, project-based learning, the project method, problem-based learning, and task-based learning. The interconnection between these methodologies creates conditions for a more natural and effective learning process, where language is used not only as a goal but also as a tool for acquiring knowledge, solving problems, and completing project tasks. This synthesis of approaches fosters the development of critical thinking, creativity, communicative competence, and intercultural understanding, all of which are essential components of modern education.

3. Advantages and Challenges of Using CLIL

The methodology of Content and Language Integrated Learning (CLIL) combines the study of subject

content with the simultaneous development of language skills. This approach offers numerous advantages in the context of modern education. Key positive aspects include the development of cognitive abilities, increased student motivation for learning, the stimulation of critical thinking, and interdisciplinarity.

One of the significant advantages of this methodology is its positive impact on the development of students' cognitive abilities. As students learn a foreign language while acquiring material from other subjects, it stimulates intellectual activity and contributes to the expansion of cognitive skills. During the learning process, students are actively engaged in various activities, such as discussion, analysis, and synthesis of information, which stimulates brain function at different levels [12, 112].

Studies show that learning subject content through a foreign language fosters higher-level thinking, such as critical, analytical, and reflective thinking. It stimulates creativity, as students must find ways to understand and convey information in another language. This process activates intellectual activity, as students work with various contexts and solve problems requiring the application of higher-level thinking skills.

A key feature of this approach is its practical orientation, which makes learning more meaningful for students. It gives them the opportunity to study content that has real-world applications while simultaneously improving language skills, thereby creating additional motivation for learning.

Students feel a real benefit as they see how language becomes a tool for acquiring new knowledge and understanding the real world. This approach allows students to perceive a foreign language not as an end in itself, but as a means of achieving their educational goals. As a result, this creates intrinsic motivation, which is much stronger and more effective than extrinsic motivation.

Furthermore, the CLIL methodology often includes various activities, such as group projects, research, and presentations, making learning more dynamic and interactive. This helps maintain student interest, engage them in active participation, and creates a positive learning environment.

Thanks to the integrated approach, students must not only understand the learning material but also analyze, compare, draw conclusions, and ask questions. These tasks stimulate students to think critically and form their own opinions about the content of their studies.

Critical thinking is especially developed when students work with problem situations, analyze information from different sources, and search for solutions to problems. The context plays an important role, encouraging students to gain a deeper understanding of the learning material. For instance, discussing social or environmental issues can stimulate students to express their opinions, argue their points, and critically assess information, which is an essential part of developing critical thinking.

Additionally, students often work in groups, promoting the development of teamwork and interaction skills. They must jointly discuss tasks, draw conclusions, and present results. This helps students critically evaluate different viewpoints and defend their positions with reasoned arguments.

One of the most important advantages of CLIL is its interdisciplinary nature. This approach allows combining knowledge from different subjects, creating a more comprehensive and holistic approach to learning. Studying content through language ensures the integration of various disciplines, promoting the development of students' comprehensive understanding of the world and interdisciplinary thinking.

Interdisciplinarity enables students to see connections between different subjects, such as history and literature, science and technology, geography and economics. This approach allows them to understand learning material in greater depth and see how knowledge from one subject can be useful for studying another. It contributes to the formation of a view of the world as a cohesive system and helps students develop analytical and synthetic skills. It also aids in preparing students for real-life situations, where knowledge and skills from various fields interact and complement one another. This creates a foundation for developing problem-solving skills and addressing tasks requiring a comprehensive approach.

The Content and Language Integrated Learning methodology is an innovative approach to education that combines the study of specific subject content with the acquisition of a foreign language. However, like any new methodology, it has its challenges and difficulties that must be considered for successful implementation. The main challenges include teacher preparation, issues related to effective student assessment, and the general difficulties of applying the methodology.

Successful implementation requires substantial preparation from both teachers and students. The methodology's implementation requires quality teaching materials, which may be inaccessible or not adequately adapted to students' language proficiency levels. Finding and creating appropriate materials becomes a crucial aspect for teachers, as resources must meet both the students' knowledge levels and the content of the subject being taught.

Moreover, successful implementation requires ensuring integration between different subjects. For instance, when studying history in English, students must possess the language skills necessary to understand and analyze the material, as well as be able to link the studied material with other disciplines. This creates challenges for coordinating work between teachers of different subjects and developing interdisciplinary tasks.

One of the main difficulties is the variation in students' foreign language proficiency levels. In classrooms, there may be students with different language levels, which complicates the selection of materials and

tasks that match their abilities. Teachers must find a balance between content and language components, ensuring the material is accessible to all students while still posing a challenge for those with higher language proficiency.

Teacher preparation is a key aspect of the successful implementation of this approach. The main requirement for teachers is not only a high level of foreign language proficiency but also the ability to integrate the language component into the teaching process of other subjects. This requires a comprehensive approach to teacher training, including the development of their language skills, methodological knowledge, and ability to work within an interdisciplinary context.

Inadequate preparation or lack of necessary knowledge among teachers can become a serious obstacle to the effective use of the methodology. Teachers must possess methodological approaches that allow them to create tasks that integrate both the language and content components, as well as assess students' progress in both aspects. To achieve this, they need to receive appropriate education or undergo training and professional development courses.

Another challenge is the psychological readiness of teachers to use the new methodology. Some teachers may feel insecure about their language or methodological skills, which can negatively affect the quality of instruction. This underscores the importance of creating a supportive environment and providing opportunities for professional development for teachers.

Assessing students' progress is another important challenge in the implementation of the CLIL methodology. Traditional assessment methods often do not take into account the dual nature of learning, where students need to master both subject content and language skills. New approaches to assessment need to be developed that consider both aspects of learning.

One of the main challenges lies in determining how successfully students have mastered the language component and how well they have grasped the subject content. Assessment must be flexible and include various methods, such as formative assessment, self-assessment, portfolios, and other techniques that allow for evaluating students' progress in all aspects of learning.

Another important aspect is accounting for the different levels of knowledge among students. Students with a lower level of language proficiency may face difficulties in completing tasks aimed at acquiring subject content. Therefore, when assessing, it is essential to consider not only the final result but also the effort students put into completing the tasks.

In general, despite the challenges, the methodology has significant potential to enhance the learning process, as it contributes to the development of both language and cognitive skills while creating conditions for the integration of different disciplines. It is important to acknowledge the challenges that arise with this methodology and

ensure appropriate teacher preparation and support for the successful implementation of this approach.

4. Methodological Recommendations for Implementing CLIL

The Content and Language Integrated Learning (CLIL) methodology focuses on the simultaneous study of the content of a particular subject and a foreign language. This approach entails the integration of both language and content components, which requires careful lesson planning to ensure effective learning. When planning lessons, teachers must consider several key aspects, such as lesson objectives, material selection, teaching strategies, and assessment methods [14, 23].

One of the first steps in lesson planning is defining the goals. Lessons have two main groups of objectives: content-based and language-based. Content objectives relate to learning a specific subject, such as mathematics, history, geography, or biology, while language objectives involve the development of lexical, grammatical, and communicative skills.

When determining language objectives, teachers must consider students' language proficiency levels as well as the language structures and skills necessary for successfully mastering the lesson content. It is important that the language objectives do not exceed the students' language competence level, but still present a developmental challenge.

The next step is selecting and adapting materials for the lesson. It is important to choose materials that are both interesting and creative for students in terms of both content and language. The materials should be adapted in such a way that students can understand and engage with the content without spending excessive time on language difficulties.

Teachers should anticipate which words, phrases, and grammatical structures might pose difficulties for students and prepare support tools in the form of dictionaries, glossaries, key vocabulary cards, or explanations of complex phrases. This will allow students to focus on mastering the subject matter while simultaneously developing their language skills.

Typically, the structure of a CLIL lesson includes the following stages:

Introduction – At this stage, the teacher should engage students with the lesson's topic, introduce the lesson's objectives, and outline the key questions. It is also important to prepare students for new content and vocabulary that they will encounter during the lesson.

Activation of Prior Knowledge – This stage involves involving students in discussions on the topic to activate their prior knowledge. It can include questions, pair discussions, small group work, or brainstorming.

Presentation of New Content – The teacher presents new material using visual aids, texts, videos, or other resources. It is important that students have the opportunity to work with different types of information and formats.

Practice – At this stage, students should apply new content practically. This could involve tasks related to specific assignments, pair or group discussions, or project work. Here, it is important to create opportunities for students not only to use new knowledge but also to actively apply language skills.

Reflection and Discussion – At the end of the lesson, it is important to provide students with the opportunity to discuss their successes, difficulties, and acquired knowledge. This helps consolidate the material and raises students' awareness of the learning process [12, 104].

For successful implementation of this methodology, it is essential to use active learning strategies that engage students in the process of acquiring knowledge and foster the development of critical thinking, creativity, and communication skills. One such strategy is group work, which allows students to discuss ideas, share thoughts, and interact with other participants in the learning process.

Another effective strategy is project-based learning, which involves tasks related to a specific topic and subsequent presentation of results. Projects foster the development of interdisciplinary connections, enhance students' motivation, and allow them to apply knowledge in practice.

It is also important to use strategies aimed at developing critical thinking skills, such as analysis, synthesis, comparison, discussion, and justification of one's point of view.

When planning lessons, teachers should also include assessment methods that take into account both components of learning – content and language. Assessment methods may include:

Formative Assessment – The teacher assesses students' knowledge and skills during the learning process, providing feedback for further development.

Self-assessment and Peer-assessment – Students independently assess their progress or evaluate each other, which fosters the development of critical thinking and awareness of the learning process.

Portfolio – The creation of a portfolio in which students accumulate their work and reflect on their learning development.

When planning lessons, teachers should consider different levels of language competence among students, select interesting and challenging materials, and use active learning strategies to engage students in the process of acquiring knowledge. Successful implementation of the methodology depends on a systematic approach to lesson planning, flexibility, innovation among teachers, and the creation of a supportive learning environment that fosters student development at all levels.

Authentic materials are a key element. They allow students to immerse themselves in the real-world context of language use, which contributes to better mastering both subject content and language skills. Authentic

materials may include articles from scientific journals, news reports, videos, documents, infographics, diagrams, and much more.

Texts provide students with the opportunity to encounter real-life situations and texts, fostering the development of critical thinking and analytical skills. They also help expand vocabulary, as students work with language used in real life, not just in educational materials.

Materials can be adapted according to students' language proficiency levels. For instance, in biology or chemistry lessons, simple articles from scientific journals can be used, adjusting the language level while maintaining the core content. Short news articles or video reports allow students to stay updated on current events and improve their understanding of the language in real-life contexts. Documents, diagrams, and infographics help students assimilate complex information in a clear and structured format.

In the modern world, learning takes two forms: offline and online, thanks to digital platforms and educational tools such as Google Classroom, Moodle, or Microsoft Teams, which enable the creation of interactive lessons, development of tests, assessment of knowledge, and provision of feedback to students. This is especially important for the implementation of the CLIL methodology, as it allows teachers to provide students with access to various resources and organize distance learning.

Contemporary mobile applications and online resources offer different opportunities for integrated learning. For example, language learning apps (such as Duolingo, Memrise) can be used as supplementary tools to improve language proficiency. Online courses and educational videos available on platforms like Coursera, Khan Academy, and TED Talks can also serve as valuable material sources for lessons.

Interactive whiteboards enable teachers to create interactive presentations, visualize information, and actively engage students in the learning process. They allow the use of various formats, such as images, videos, audio, and interactive tasks, making learning more engaging and diverse.

Multimedia resources, such as videos, audio, animations, and interactive simulations, play an important role. They allow students to not only receive information from different sources but also immerse themselves in the subject and language context.

Using video and audio materials is an effective way to present new content and develop students' listening skills. Videos help visualize complex concepts and provide students with the opportunity to hear authentic language in natural settings. Documentaries can be used to study historical events, cultural aspects, or natural sciences. Interviews and reports allow students to develop listening comprehension skills and acquire vocabulary in context.

Interactive simulations and virtual reality are becoming increasingly popular in the educational process. They allow the creation of realistic models and scenarios, helping students better grasp content and apply knowledge in practice. For example, virtual labs can be useful for biology, chemistry, or physics lessons, where students can conduct experiments in a safe environment. Interactive simulations also allow students to participate in scenarios reflecting real-life situations, such as historical events or social issues.

Successful implementation of the CLIL methodology requires the creation of integrated lessons that include the use of various multimedia resources. When designing such lessons, it is crucial for teachers to consider students' needs, their language proficiency levels, and the specific content being taught.

The process of developing a multimedia lesson using the CLIL methodology may involve the following stages:

Selection of the Topic – The teacher selects a topic that is relevant to the subject and can be integrated with language objectives.

Selection of Multimedia Materials – Videos, audio, presentations, or other resources that match the topic and students' proficiency levels are chosen.

Structuring the Lesson – The teacher creates a clear lesson plan that incorporates the use of multimedia materials at various stages.

Tasks for Students – Development of interactive tasks and exercises that help students apply new knowledge in practice [12, 106].

One of the teacher's primary roles is to create a conducive learning environment where students can feel confident and actively engage in the process. It is essential for the teacher to help students overcome the language barrier by creating a positive atmosphere in which they can freely express their thoughts, ask questions, and interact with each other.

The facilitator fosters students' autonomy by motivating them to independently acquire knowledge and skills. The teacher acts as a mentor, providing students with tools and resources, while encouraging them to explore materials, analyze, and draw conclusions.

The teacher must integrate subject content with language objectives. This requires the development of a clear lesson structure that includes various stages: explanation, practice, discussion, and reflection, and the coordination of the use of various resources, such as authentic materials, multimedia, and technologies. The teacher selects resources that most effectively help students grasp both content and language. Specifically, the teacher must consider students' language proficiency levels and adapt the materials according to their needs.

In coordinating the learning process, the teacher designs tasks that accommodate different levels of student preparedness. This means that tasks should be differentiated by difficulty, so every student has the opportunity to actively participate and succeed. The

teacher organizes projects that allow students to work on real-world problems, applying their acquired knowledge in practice. In doing so, the teacher ensures coordination of the process, helping students define objectives, plan tasks, and evaluate results.

One of the key tasks of the teacher is to generate interest in the subject and the learning process. This can be achieved by using engaging authentic materials, involving students in interactive tasks, and creating connections between the learning content and students' real-life experiences. The teacher should help students realize how the knowledge gained can be applied in practice.

5. Examples of Successful Implementation of CLIL in Teaching Practice

Numerous programs have been implemented in various countries, demonstrating positive outcomes from the use of this teaching methodology in different educational contexts.

In Spain, CLIL has become a central element of the educational system, particularly in the Basque and Catalan regions. The bilingual education program allows students to study subjects such as mathematics, natural sciences, and social studies in Spanish and regional languages, such as Basque or Catalan, alongside English.

In the city of San Sebastián, schools offer students the opportunity to study biology and geography in English. This has led to improved English proficiency among graduates and their ability to apply the language in specific subject contexts.

The Netherlands has been one of the pioneers in implementing this methodology within its educational system. Since the early 2000s, numerous programs have been introduced, enabling students to study subjects in English from an early age. This includes subjects such as art, history, and natural sciences. As a result of these programs, students improve their language skills and demonstrate high levels of academic success.

Finland is known for its innovative approach to education. CLIL is actively used in primary and secondary schools, allowing students to study subjects in foreign languages. In Finnish schools, students study mathematics and natural sciences in English.

In South Korea, the government actively supports integrated learning to enhance English proficiency among the youth. In many schools, particularly in Seoul, students study subjects like history and sciences in English. This has significantly increased student motivation and improved their language skills.

China is also working to improve English proficiency among students. In schools in Beijing, students have the opportunity to study mathematics and natural sciences in English, which helps them not only master the subject but also enhance their language skills. Research results show that students who take these courses achieve higher results in international English proficiency tests.

In California, bilingual programs are being implemented, especially in communities with a high percentage of Spanish speakers. These programs allow students to study subjects in both English and Spanish, facilitating the integration of language and subject learning. In Los Angeles schools, students study sciences and mathematics in both English and Spanish. This helps maintain students' cultural and linguistic identity while improving their chances for a successful career in the future.

In New York, programs are integrated into educational institutions serving multicultural communities. Teaching subjects in foreign languages ensures better adaptation of students from different linguistic backgrounds. In New York schools, programs are implemented where students study natural sciences and art in Spanish, Chinese, and Arabic. This helps students develop language skills and cultural competence, essential for life in a multicultural society [12, 59–75].

In Ukraine, the introduction of CLIL became possible thanks to new educational standards that promote the development of multilingual education. The experience of implementation can be observed in various types of educational institutions: general education schools, lyceums, gymnasiums, as well as higher education institutions.

In Ukraine, integrated learning is being implemented in several lyceums, where students study natural sciences, mathematics, and social studies in English. This enables students to acquire high-quality subject knowledge while simultaneously improving their English proficiency. In gymnasiums, bilingual education has been introduced, with subjects taught in both Ukrainian and English. This practice has proven effective in developing critical thinking and students' creative abilities.

6. The role of the CLIL methodology in the development of language competence

CLIL is a bilingual approach to education that involves teaching subjects (e.g., science, history, mathematics) in a foreign language. This allows students not only to acquire knowledge in specific disciplines but also to practice the foreign language in real-world contexts. Such learning can significantly improve language skills, as it involves the active use of the language in various situations [39, 86].

One of the key aspects of this methodology is the active involvement of students in communication. By teaching subjects in a foreign language, students constantly use the language to discuss topics, answer the teacher's questions, and participate in discussions. This fosters the development of their speaking skills, as they practice speaking in context.

Project-based learning also contributes to the development of speaking skills. Students work in groups on projects that require them to discuss ideas, plan actions, and present results. These activities not only improve

their speaking skills but also develop teamwork abilities and critical thinking.

The use of authentic materials, such as articles, academic papers, and news written in the foreign language, promotes reading skills. This allows students to familiarize themselves with real language usage, expanding their vocabulary and improving text comprehension.

Various writing assignments, such as essays, reports, and research papers, are used to help students practice writing skills. These tasks require not only language proficiency but also the ability to structure information and argue their points.

The use of authentic audio materials, such as podcasts, news reports, and lectures, supports the development of listening skills. Students are exposed to real language, helping them become accustomed to different accents and speech styles.

Interactive technologies, such as video and audio presentations, help students develop listening skills in context. Tasks that require active listening, such as listening to lectures or interviews, develop not only auditory skills but also critical thinking, as students must analyze what they hear and respond to questions.

This is a powerful tool for developing language skills. Its integrative approach fosters not only the improvement of speaking, reading, writing, and listening skills but also shapes students' critical thinking, collaboration, and independence. Despite the challenges, the advantages in developing language skills make this methodology an important element of modern education. The successful implementation of CLIL in Ukrainian educational institutions confirms that this approach has significant potential in shaping future generations, prepared for international communication and collaboration.

Sociocultural competence is defined as the ability to understand, adapt, and interact within the cultural context in which the language is used. It includes knowledge about the traditions, customs, values, and ways of life of other cultures, which is an essential part of learning a foreign language [12, 23]. When students learn a language through the lens of culture, they gain a deeper understanding of the context in which the language is used.

The methodology enables teachers to integrate content learning with the study of cultural aspects of the language. For example, in geography, history, or art courses, students can explore the cultural characteristics of the countries where the language is spoken. This may include studying traditions, holidays, cuisine, art, and social norms, making learning more diverse and engaging.

It actively encourages the use of authentic materials, such as films, music, literature, and newspaper articles. These resources not only increase student motivation but also provide them with the opportunity to immerse themselves in the linguistic environment. Authentic materials open new horizons for students, allo-

wing them to better understand the culture and traditions of native speakers.

Students can participate in joint projects with peers from other countries, allowing them not only to practice the language but also to learn more about cultural differences. Such cultural exchanges promote openness to other cultures and form intercultural awareness in students.

Engaging students in discussions and debates on cultural topics is another effective way to develop their sociocultural competence. Discussing different perspectives on cultural issues helps students better understand and respect diversity, which is a crucial aspect of today's globalized society.

This emphasizes the importance of intercultural communication, which includes not only knowledge of other cultures but also the ability to interact with representatives of those cultures. Students learn to be sensitive to cultural differences, which is important for avoiding misunderstandings in intercultural situations.

The modern world faces numerous global challenges, such as migration, conflicts, and cultural clashes. Learning a language through culture within the CLIL framework helps students become better prepared for these challenges, as they acquire knowledge and skills that enable them to interact successfully in a multicultural environment.

Conclusions. During the research on the CLIL (Content and Language Integrated Learning) methodology, its key ideas, advantages, and challenges encountered during its implementation in the educational process were examined. Summarizing the results, several key aspects that characterize this methodology and its significance in the modern educational environment can be identified.

One of the main ideas of the methodology is the integration of content learning with the study of a foreign language. This enables students not only to acquire language skills but also to gain knowledge in other fields, such as science, mathematics, history, and art. Thus, CLIL creates an interdisciplinary environment that fosters the development of critical thinking and a deeper understanding of the studied subjects.

The methodology emphasizes the development of students' sociocultural competence. Learning a language through cultural context allows students to understand and accept cultural diversity, forming intercultural awareness and the ability to communicate effectively in a multicultural environment. This is especially important in the context of globalization, where intercultural interaction has become an integral part of life.

Increasing student motivation: The use of interactive teaching methods, authentic materials, and an interdisciplinary approach fosters greater student interest in learning.

Development of cognitive abilities: Students who learn material through CLIL have the opportunity to develop analytical and critical skills, as the integration of content and language requires active thinking.

Improvement of language skills: By using language in the context of subjects, students better grasp grammar, vocabulary, and develop speaking, reading, writing, and listening skills.

Insufficient preparation of teachers, who must possess both language and subject-specific knowledge, may negatively affect the implementation of the methodology.

Limited access to authentic materials and resources can become an obstacle to the implementation of the methodology in the learning process.

Determining effective methods of assessing students can be a challenging task, as traditional assessment methods do not always meet the requirements of integrated learning.

Despite the challenges, the CLIL methodology holds enormous potential for further development both in Ukraine and abroad. Increasing awareness of the importance of integrated content and language learning contributes to the implementation of new methods, strategies, and resources that improve the quality of education. Teacher training programs focused on this methodology can help ensure the necessary knowledge and skills for effective implementation.

It is a powerful tool for developing sociocultural competence and improving students' language skills. Its integrative approach promotes a deeper understanding of subject content and the cultural contexts in which the language is used. It is important to continue research and experimentation in different educational environments to find optimal solutions to the challenges that arise during its implementation. Successful implementation of CLIL can significantly enhance the quality of education and prepare students for life in the modern multicultural world.

In light of the growing relevance of integrated content and language learning, the CLIL methodology proves to be a powerful tool for improving the quality of education. The research revealed numerous advantages that this methodology can bring to the learning process. However, to achieve maximum effectiveness, it is necessary to focus on several promising areas of further research that could significantly improve its implementation and adaptation to contemporary educational needs.

One key research direction is studying the impact of the CLIL methodology on students' cognitive development. While there is already evidence of its positive effect on the development of critical thinking and analytical skills, more systematic research is needed to assess how the integration of content and language influences various aspects of cognitive development, including creativity, problem-solving abilities, and adaptability.

Another important direction is the adaptation of CLIL to various educational contexts and cultural environments. The education system in different countries has its own characteristics, so research aimed at adapting the methodology to local curricula can ensure more successful implementation. This involves studying local

contexts, cultural aspects, and students' needs to develop flexible and effective learning models.

A significant challenge for CLIL implementation remains the issue of assessment. Traditional assessment methods do not always meet the demands of integrated learning, which calls for new approaches to evaluating students' knowledge and skills. Research in this area could include the development and testing of new assessment tools that better reflect learning outcomes. For example, combined assessment methods that integrate both formative and summative aspects could become an effective means of monitoring students' academic achievements.

An important aspect of future research is studying the role of technology in implementing this methodology. Specifically, online resources, multimedia, and interactive platforms can significantly enrich the learning process. Research may focus on how different technological tools can be integrated into lessons to increase student motivation, engage them in active learning, and enhance the interaction between content and language.

Teacher preparation is another crucial area for further research. Teachers implementing the methodology must possess both subject-specific knowledge and language skills, as well as an understanding of integrated learning principles. Research could focus on developing effective teacher training programs that include learning materials, practical courses, and strategies to support teachers during the implementation process.

Equally important is studying the impact of CLIL on students' sociocultural competence. The integration of language learning with cultural context holds great potential for developing intercultural awareness. Further research could focus on how the methodology contributes to the formation of ideas about cultural diversity and traditions, as well as how this affects the development of intercultural communication skills.

Thus, CLIL has immense potential to enhance the educational process, but its successful implementation requires further research and refinement. Addressing the aforementioned research directions will not only improve its implementation in educational institutions but also provide a deeper understanding of its impact on the learning process. This can become an important step toward shaping a new generation of students capable of effective communication and interaction in a growing multicultural world.

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“Жодна молода людина не повинна відчувати занепокоєння за рівень отриманого ним знання, причому, абсолютно не важливо, вивченням якого предмета він займається. Сумлінна праця в кожну годину робочого дня – це гарантія високого кінцевого результату. Він цілком може бути впевнений, що в один прекрасний ранок він прокинеться одним з найбільш знаючих людей свого покоління, яку б спеціальність він не обрав”.

*Уільям Джеймс; взято з Дейл Карнегі
американський психолог, педагог та письменник*

“Навіть в суспільстві двох чоловік я неодмінно знайду, чому у них повчитися. Їх достоїнства я постараюся наслідувати, а на їх недоліках сам буду вчитися”.

*Конфуцій
давньокитайський філософ*

“Досвід – це велика річ, він дозволяє вам визнавати помилку кожний раз, коли ви її здійснюєте”.

невідомий автор

