

A.M. Yessengaliyeva¹
D.S. Tilimissova²

¹L.N. Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan

²M. Akmullah Bashkir State Pedagogical University, Ufa, Russia
(E-mail: ¹yessengaliyeva@inbox.ru, ²dinaratilimissova@gmail.com)

The features of formation of professional competencies of CLIL-teachers

Abstract. *The article deals with the issue of training teachers to teach non-linguistic disciplines in a foreign language using the Content and Language Integrated Learning. The relevance of the problem is due, on the one hand, to the growing popularity of this approach in Kazakhstan, and on the other hand, to the lack of well-trained professional teachers who are ready to implement the SLIL approach in practice. The authors highlight the main characteristics of a CLIL teacher, identifying the core competencies to formulate the so-called professional portrait of a CLIL teacher. As a result, the authors provide a range of competencies and a list of necessary measures to be taken when planning the training of CLIL-teachers.*

Keywords: *content and language integrated learning, teacher training, content, and language integration, CLIL.*

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Introduction

Language teaching requires significant efforts both from the students and teachers. Therefore, educators try to find ways that would help to make this process easier. One of the approaches that can help to achieve this aim is Content and Language Integrated Learning (hereinafter CLIL) which has been gaining popularity in recent years in Kazakhstan.

On a national level, it was repeatedly proposed by the first president N. Nazarbayev about trilingual education and the introduction of modern methods in the process of teaching. The Ministry of Education and Science of the Republic of Kazakhstan supports the implementation of the CLIL methodology which can be important in creating a multilingual Kazakhstan, providing better job opportunities,

professional advancement, and competitiveness in a globalized world.

Universities of the Republic of Kazakhstan actively participate in improving the system of teacher training programs.

However, CLIL faces a number of problems related to regulatory, scientific, methodological, and resource support. A serious problem is the provision of educational institutions with qualified teaching staff who have been retrained in the use of CLIL methodology, as well as the appropriate level of English language proficiency. CLIL is a fairly recent phenomenon in Kazakhstan, and a more in-depth analysis of this approach, as well as the degree of its implementation compared to other countries, is needed.

Therefore, this paper aims to define the specific competencies of a CLIL teacher.

Literature review

The acronym CLIL stands for Content and Language Integrated Learning, a term that was coined in 1994 by a team around David Marsh and is used to describe models of bilingual education where “language is used as a medium for learning content, and the content is used in turn as a resource for foreign languages” [1, p.12].

The CLIL method considers learning a foreign language as a tool for learning other subjects. Language learning goes through any subject area, i.e. the lesson in which CLIL is applied is not a foreign language lesson, but a subject lesson in a foreign language [2].

Training of competitive specialists in the labor market with the formation of the necessary competencies in the framework of the Bologna process as the final and qualitative result of education is carried out in the context of the competence approach - a strategic direction in modern education. The change of the educational paradigm to the competence approach is connected with the requirements in the preparation of a competitive and creative personality. According to Russian scientists, including Zimnaya I.A., Kuzmin N.V., Markov A.K., Khutorsky A.V., and other scholars, a competency-based approach is a way to achieve a new quality of education.

The European framework program CLIL Teacher Education is a schematic tool to guide the professional development of CLIL teachers. Thus, according to the framework, there are eight significant competencies that a CLIL teacher should possess [3]:

Professional reflection (the ability to explore and manage the various roles and responsibilities of a CLIL teacher, to study and formulate their own understanding and attitudes to generally accepted teaching principles);

- CLIL fundamentals (ability to describe the main features of CLIL, methodology, to contextualize CLIL in relation to school, regional, and/or national curriculum);

- Content and language awareness (ability to identify relevant content and learning barriers, to model strategies for the transition from

monolingual to bilingual/multilingual learning and teaching, to scaffold language learning, to link the problems of language consciousness with educational content and cognition);

- Methodology and assessment (ability to constructively give and receive teacher and peer assessment/feedback, develop peer collaboration and have a repertoire of collaborative strategies and skills, support language progression with the help of didactic strategies, develop CLIL modules and lessons in the context of a specific curriculum, create authentic and meaningful learning environments and experiences for students, formulate specific CLIL assessment needs and objectives, and develop and implement appropriate assessment tools);

- Research and evaluation (ability to conduct experiments and research in collaboration with colleagues);

- Learning resources and environment (to maintain a triple focus on content, language and learning skills, to create criteria for developing CLIL resources (including multimedia) that embed the core features of CLIL;

- Classroom management (ability to use innovative technologies to promote student communication, co-learning, and leadership);

- CLIL management (ability to describe ethical issues related to CLIL, including gender and other aspects of integration, apply community professional learning principles, models and strategies).

In Kazakhstan, this method is only beginning to gain popularity and little research has been conducted. Thus, Zhetpisbayeva B.A. and Kubeeva A. introduce the term: “CLIL-teacher is a teacher of non-linguistic discipline with a certain knowledge of a foreign language and carries out his/her professional activity based on CLIL-technology application”. They suggest that the competencies of a CLIL-teacher reveal in the context of Kazakhstani education by the following functions [4, p.23]:

1. Training function (CLIL teacher is expected to have competencies in the area of state policy of trilingual education, methods of teaching, scaffolding, linguistic mechanisms of intercultural communication, target language

competencies for CLIL teaching at a level not lower than B2-C1, etc.);

2. Educational function (areas of competency: Knowledge of the principles and methods of integration of universal and ethnonational values as well as promotion of cultural awareness and interculturality);

3. Methodical (the ability to make short-term lesson plans, develop a methodology for the development of language competencies, contextualize CLIL training with regard to the school curriculum, to choose educational materials);

4. The research function (knowledge of the methodology of research projects in the field of multicultural and multilingual education, the essence of CEFR, etc. Ability to analyze, and evaluate the results of their activities, to carry out pedagogical observation and diagnosis).

5. Socio-communicative function (knowledge of psychology and pedagogy of communication in a multicultural environment; ways of teamwork and professional cooperation in the framework of multilingual training, etc. It can determine the appropriate type of CLIL, for a specific educational situation, cooperate with others to enhance students learning, and express professional concerns to fellow teachers) [4, p.23].

Such scholars as B. Zhetpisbayeva, N. Mazachova, and A. Kubeeva referred to the fact that subject teachers who teach a subject in a foreign language actively cooperate with each other: exchange methodological findings, cooperatively develop educational materials, etc. Teachers are aware of the lack of knowledge and skills for teaching the subject in a foreign language [5, p.12].

Methodology

The following instruments for collecting data were used concurrently in the study: the study of literature, qualitative research method – oral interview, and quantitative research method – questionnaire. The questionnaire consisted of ten questions and was used ranging from “yes” to “no” and “other option”, as well as most of the questionnaire tasks were with the choice of one correct answer. These tasks were formulated consciously because the theoretical model is appropriate if it is detailed and projected on real practice. Data collection took place in the 2020-2021 academic years except for semi-formal conversations with teachers which took place from September to December 2020. In consideration of this, data were initially managed manually but lately, data were collected in Excel. The choice of courses was based on the most representative sample, namely the methodology of teaching non-linguistic and language subjects, in the same areas at different levels of education. This contingent was chosen because they represented different educational institutions and dealt with CLIL.

The questionnaire was administered to master students from various educational programs, such as 7M01704 - “Foreign language: two foreign languages”, 7M06103 - “Information systems”, 7M06104 - “Computer and Software Engineering”, and 7M01511 - “Computer science”. The number of master’s students was forty-six, whose ages ranged from 21 to 45.

Other participants of the research were schoolteachers of the English language (40 teachers) and computer science (25 teachers) at

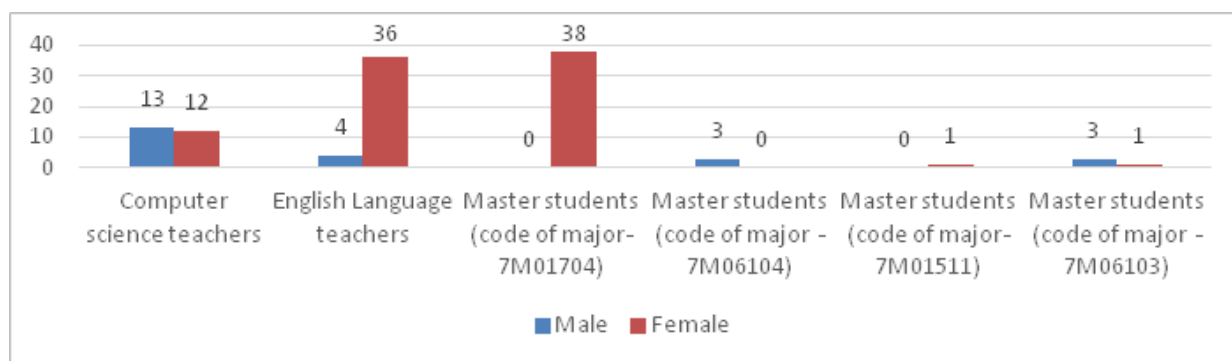


Figure 1 – Proportion of respondents by gender

secondary schools and gymnasiums located in Nur-Sultan, who participated in the questionnaire and interview. The age of teachers ranged from 20 to 50 with an average of 11,4 years of teaching experience.

A graphical representation of the information obtained after the questionnaire indicates the ratio of females to males. Most respondents are women, and most of them are English language teachers 40,91 % and master's students with a major in "Foreign languages: two foreign languages" 43,18%, teachers of "computer science" (ICT) - 13,64%. Contrastively, a moderate percentage of male participants may be explained with the simple hypothesis: there is a gender disproportion and feminization in the teaching profession.

Results and Discussion

The questionnaire consisted of the following ten questions:

1. What is CLIL?
2. What is the role of language in CLIL?
3. I have already taught content through L2?
4. What are the language demands of CLIL subjects?
5. What types of resources are used in CLIL?
6. How can we use visual organizers in CLIL?
7. How can an English teacher help a content teacher when an English teacher does not know about a subject such as a computer science?
8. How can we choose materials and how can we adapt them for CLIL?
9. Which activity types are most suitable for CLIL?
10. What makes CLIL language learning different from traditional language learning?

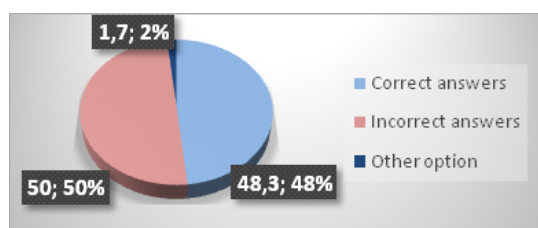


Figure 2 – Answers to the 9th question

After analyzing the questionnaire data, Figure 2 highlights that there are still educators who do not know about the studied method even though

many of them teach the subject in English. Due to these results, it can be stated that school teachers had more problems during the passage of this questionnaire as the percentage of incorrect answers belonged to them.

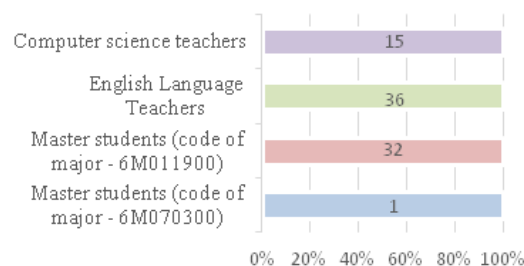


Figure 3 – Answers to the first question

Regarding the question 'What is CLIL?' (see Figure 3), 76% of the total respondents, chose the correct definition: «CLIL is a dual learning method in which an additional language is used to learn and teach both content and language». In addition to this, 24 % of respondents could not find the right definition.

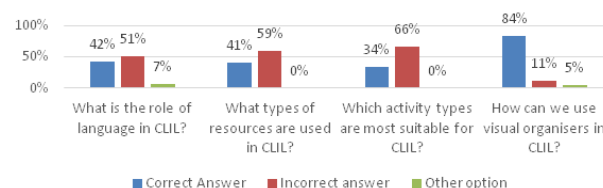


Figure 4 – Answers to the questionnaire.

Moving on to the question «What is the role of language in CLIL?» (see figure

4) the data reveals that 42 % of responders gave the correct answer, while 51 % of respondents could not give the correct answers as seen in Figure 4. Later we asked this question in an interview. Overall, these figures are rather surprising, we've noticed that 32% out of 42% of the correct answers were given by master's students in the faculty of Philology and the rest 10% - by master's students in the faculty of information technology. In contrast, about 51% of the wrong answers were given by school teachers. Moreover, the results of the next two questions shown in the graph were similar. It should be noted, however, that the results might be affected that the master's students of the L.N. Gumilyov studied the course «CLIL methodology».

The interview consisted of two phases, an interview, and card sorting. Besides, the interview consisted of 16 questions. In total, 10 professors of the L.N. Gumilyov Eurasian National University and 65 school teachers participated in the interview. Most of the University teachers were trained abroad, they took the course «CLIL methodology». Teachers of discipline «Methods of teaching computer science» have passed a language training abroad, meanwhile, professors of discipline “Methods of teaching foreign languages” have passed the course “CLIL methodology”. As for school teachers, the majority of them have taken advanced training courses at the educational center “Orleu” or other local educational courses. After 9-month courses in English, teachers were issued a certificate confirming the English language level - C2.

Interviewing teachers was a good way to analyze information regarding their teaching experience, education, and implementation of CLIL in their classes.

Interviews with teachers and professors were recorded on a smartphone and later the answers were transcribed (Manzo, 1996). The questions posed below have been designed for teacher interviews: 1. Give an example of something that makes an English lesson “CLIL”.

2. Give an example of something that makes a Subject lesson “CLIL”.

3. What is hard CLIL?

4. What is soft CLIL?

5. Name the 4Cs of CLIL.

6. Does CLIL help students develop both language and subject awareness?

7. What is your greatest challenge in the CLIL experience?

8. Give examples of lead-ins and warm-ups for CLIL lessons?

9. What is your favorite website for the CLIL lessons?

10. Describe your most successful CLIL activity.

11. How can your colleagues support you in implementing CLIL?

12. How are learners tested on their speaking?

13. What competencies should a CLIL teacher have?

14. Does CLIL require more subject awareness than English language teachers possess?

15. Is CLIL possible with intermediate-level English students?

16. What is the role of language in CLIL?

Teachers were asked to describe successful CLIL activities, but only 35% (23) of them described the appropriate activities that are suitable for the CLIL lesson (many of them mentioned such activities as gap filling, matching, and multiple-choice).

To the question “Give examples of lead-ins and warm-ups for CLIL lessons?” 48% (35) correct answers were given. More than 52 % of the teaching staff could not give an example of acceptable lead-ins and warmups for the CLIL lesson.

The school teachers were again asked the question “What is the role of language in CLIL?”, but teachers could not plainly understand how to answer this question. And then the question was paraphrased to “In which situation do you use Kazakh/Russian in CLIL classroom?” and none of the teachers said “I never use Kazakh/Russian”, most of them responded that they give only terminology in English, and explain the topic in L1. To know whether the CLIL methodology is good for learning a language or content, the following question was asked: “Does CLIL help students develop both language and subject awareness?” By contrast, 86, 6% did not consider CLIL as a useful methodology either for learning a foreign language or subject.

Given the data from the interviews, it is clear that the professors received additional CLIL training. The training increased the participants’ knowledge of CLIL, thereby providing them with improved tools for teaching in English. 13% of the respondents had completed 6 months of CLIL training and language courses abroad. 5 subject teachers 6.66% had taken language courses abroad. The rest of the respondents have taken local courses. About 31% have three years of experience teaching CLIL, and only 52 teachers (69%) are new to teaching CLIL.

The second part of the interview relates directly to card sorting. The purpose of sorting the cards was to properly assign a variety of

Table 1. Card sorting

Type of Tasks	The results of the correct answers		The results of the incorrect answers	
	Number	Percentage	Number	Percentage
1. Activities	32	42,67	43	57,33
2. Lead-ins, warm-ups, games	10	13,33	65	86,67
3. Materials	29	38,67	46	61,33
4. Objectives	17	22,67	58	77,33

activities, assignments, and materials appropriate to the CLIL method (see Table 1).

The data of card sorting describe an illuminating instance of the responders' knowledge of CLIL methodology. 58,5% of responses are equivalent to "incorrect answer" and 41,5% correspond to "correct answer". During this task, respondents had difficulty sorting out the relevant tasks associated with the CLIL methodology. Moreover, respondents confused the assignments of other methods with those of the CLIL method. According to these findings, it can be assumed that this situation varies depending on the teachers' knowledge background, and training. The findings thus suggest that there seems to be a difference in practice and knowledge between those educators with CLIL methodological training abroad and those with local training. This is an indication that many teachers are not prepared to teach subjects in English, and many were forced to teach subjects in a foreign language without sufficient knowledge. This could be related to the fact that school subject teachers have not taken CLIL and English language courses at a proper level. The findings of the card sorting paint an interesting, in some ways surprising picture of the current research, the difference between both groups of teachers are highly significant.

The course "CLIL in foreign language teaching" is taught three times a week (quantity of credits 3) for a total of 135 hours. This course is designed for one semester, lesson formats are distributed as follows: lectures - 30 hours, seminar lessons - 15 hours and independent work - 90 hours. The purpose of the discipline is to introduce master students to the concepts and terms about teaching and learning that are

central to CLIL and to give them opportunities to do test practice with CLIL sample tasks and a test paper; to introduce students to some of the main theories, approaches, and activities in CLIL and to encourage analysis of their usefulness to their learners and learning contexts.

In this course, each practical lesson (seminar lesson) was conducted cooperatively with master students of the faculty of Information Technology. Master students were trained in practice to interact and plan a lesson together as future subject teachers and foreign language teachers.

After passing this course, master students can properly develop the lesson by fostering creative and critical skills, selecting the learning material, using assessment for improving students learning, adapting and selecting materials to content and language curricula, guiding learners in learning new terminology, raising student's inquisitiveness about the country and culture related to the learning language, use appropriate CLIL activities (lead-ins, warm-ups, games), support content teachers, integrate content from different fields of knowledge.

According to the trilingual education program, such subjects as mathematics, biology, chemistry, physics, and computer science (ICT) at the secondary level are taught in English. Schools use materials and books that have been compiled and developed by local and foreign scholars.

The ninth-grade information and communication technology (computer science) lesson is conducted in English and Kazakh/Russian using CLIL. On average, there are about 30 students in class, and therefore it is divided into two groups of 15 students. ICT lesson is held once a week for 40 minutes and only about

15 minutes of the lesson is held in English. The level of English proficiency of the teacher should not be lower than B1. First, the teacher welcomes the students, gives instructions in English, and introduces new words (terminology) with a translation into Kazakh/Russian. Explanation of the topic is carried out by the teacher in Kazakh/Russian. After explanations, the teacher shows authentic video material on a new topic, thereby modeling the language situation and forming the speech competence of students. In some schools, ICT lesson includes the simultaneous presence of both teachers interacting in a CLIL context. English teachers work alongside teachers of ICT or other subjects to offer guidance on the language they need in their classes. In this case, English teachers take on the role of «consultants» to subject teachers. The language that learners study in a CLIL context is not a common foreign language learning in a traditional language lesson. It is a tool for communication in the framework of the subject under study. The main task is to communicate and be able to express their thoughts in a foreign language on the subject, and not to learn only the grammar and syntax of the language. CLIL helps learners to improve English and gain knowledge in other subjects. ICT books are written in English and therefore not all learners understand what is written. See: <https://expresspublishing.kz/itc-9/>

In the preceding section, it was revealed that some teachers were initially reluctant to use additional language to teach their subjects. As well as interaction with the language teacher in the classroom, referring to the compressed amount of time to teach the subject and still need to leave time to explain the special terminology in a foreign language. Up to 57 % of the interviewed teachers felt the strain and the time limit.

To recapitulate the findings of the interview, it is possible to highlight the competencies of a successful CLIL content teacher, according to subject teachers (see Figure 5). First of all, he/she must have competence in CLIL policy; can formulate key elements of the CLIL approach; can read theoretical materials in L2; can use specific terminology; can use L2 to explain and present information; can cooperate with language teachers; can adapt authentic material from foreign countries, etc.

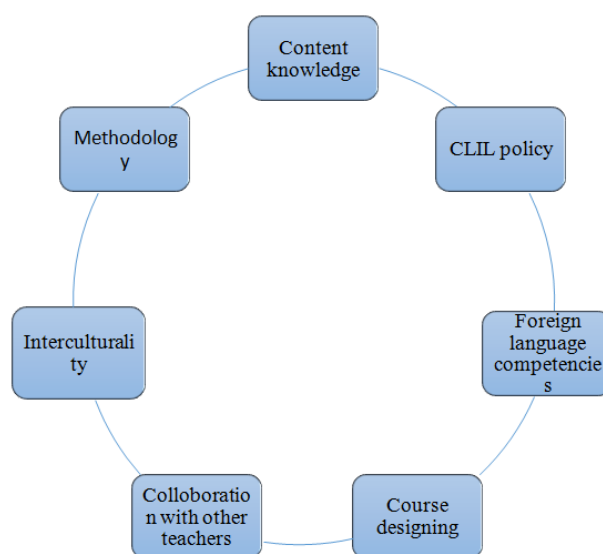


Figure 5 - Areas of competencies of subject teachers.

English teachers work alongside subject teachers performing the role of language assistant. They act as language informants, prepare supplementary activities and provide rich input approaching a topic from different perspectives.

According to the CLIL-methodology, language awareness becomes a tool for studying the subject. At the same time, attention is focused both on the content of the texts and on the necessary subject terminology. This is facilitated by carefully selected teaching materials not only for the subject matter, but also for language training: lexical and grammatical units and structures, and all types of speech activities (reading, speaking, writing, and listening).

English is taught two hours per week for elementary school students (grades 1-4) and three times per week for high school students (grades 5-11).

The CLIL method is student-oriented and the teacher should foster high-order thinking skills about language and use a wide range of strategies for scaffolding language use.

The English language book is organized into 8 modules, each module integrates topics in the CLIL program, such as biology, art, literature, etc. See: <https://expresspublishing.kz>

The use of modular teaching allows highlighting its advantages of implementation in the educational process. Students learn a



Figure 6 – Illustrations from English books for 1st, 4th and 8th grades.

sufficiently large amount of language material, which is a full immersion in the natural language environment language structures, which contributes to the replenishment of the vocabulary of the student subject terminology and prepares learners for further study and application of the knowledge and skills.

English language textbooks «Smiles for Kazakhstan» are developed for grades 1-4, and English language textbooks «Excel», and «Laser» is developed for grades 5-11.

After analyzing the page «Time for CLIL» in the English textbook for the first grade, on the topic «Mixing colors», we set out that after the lesson, children will be able to distinguish between primary and secondary colors, how to get a secondary color by mixing two primary colors. The teacher must first explain how to mix the two primary colors to get a complementary color. And only after that the task of independent or group work should be given. The teacher can develop cognitive skills through activities such as: «Learners look at color combinations and color in missing colors» By the end of the lesson, learners will be able to understand and pronounce the terminology for the art lesson (See Figure 6).

After studying English language textbooks from grades 1-11, we can point out that at each grade level English is integrated with other subject areas (See Figure 6). Types of tasks are designed according to the level of complexity,

built with an emphasis on the subject content, its understanding, verification, and subsequent discussion. Tasks stimulate independent and creative activity.

Referring back to the results of the interview, there are several competencies that a CLIL teacher should possess. Teachers who teach English highlight the «sufficient competencies of a CLIL teacher»:

- sufficient ability to be proficient in a foreign language/target language;
- the ability to work with students of various language / cultural backgrounds;
- the ability to adjust and use materials;
- the ability to use linguistic differences and similarities to develop metalanguage awareness;
- the ability to increase students' interest in the culture related to L2;
- the ability to identify the language components students need for oral or written comprehension and produce support material;
- the ability to pick up learning materials, structure them, or otherwise adapt them as needed;
- the ability to use a dual focus that simultaneously serves language and subject aspects.

At the same time, effective CLIL instruction requires the teacher to have two specializations: one in the language subject and one in the non-language subject.

Conclusion

The purpose of this study is to describe the effective competencies of CLIL teachers. Sufficient teacher development requires various forms of highly professional development. The results of the study showed that the CLIL methodology is not fully understood by teachers. Many of the educators in the study reported that CLIL was not beneficial to their students and expressed concern about their teaching experience. Unfortunately, there was no research conducted in Kazakhstan on the implementation of the CLIL methodology. The findings from the interviews and questionnaires indicate that:

- The best results were shown by professors and master's students;
- Subject teachers and English teachers had difficulties with the card sorting tasks, the vast majority of teachers did not cope with CLIL lesson selection activities, lead-ins, and warm-ups.
- The professors demonstrated a fairly high level when performing tasks on card sorting.

Based on all of the competencies offered by the participants during the interviews, the core competencies of the CLIL teacher were identified as follows:

- Foreign language competencies for teaching in a CLIL context (ability to use BISC and CALP);
- A lack of knowledge in the area of National Education Program and CLIL Policy (ability to integrate CLIL program into Kazakhstani educational process);
- Cooperative-work (ability to co-teaching, and cooperate);
- Competence in using ICT;
- Intercultural competence;
- Knowledge of other disciplines.

As mentioned above, school teachers have taken courses in English and CLIL methodology. However, the authors believe that such short courses will not prepare teachers for CLIL.

To summarize, the review of interviews and questionnaires among teachers and master students related to the CLIL methodology presented in this article allows us to draw the following recommendations:

1. The training program for subject teachers intending to teach their subject in the context of CLIL should be implemented at the higher education level, which requires certain changes at the legislative level. Currently, it is carried out so separately that it is extremely difficult to talk about the existence of a single system.
2. At the university level we should develop three-year multilingual distance education in two areas for teachers already working in the education system, without interruption of work, but with reduced training hours. The duration and intensity of which would allow subject teachers to master the foreign language and learn the CLIL methodology in detail, and foreign language teachers to gain additional knowledge of their chosen subject and learn the CLIL methodology in detail.
3. At the level of higher education, introduce a master's degree program for CLIL - teachers to train specialists in the subjects of the natural and mathematical cycle.

The developed curriculum should contain a practical component that will allow students to gain their own experience of using this method in the teaching phase. It is necessary to develop our model of CLIL teacher training, taking into account the domestic model of education and strategic plans for the development of Kazakhstan. This method is not quite simple, so it is necessary to undergo quality training, to study the structure, methodology, and policy of CLIL in Kazakhstan.

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А.М. Есенгалиева¹, Д.С. Тилимисова²

¹*Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Нұр-Сұлтан, Қазақстан*

²*М. Ақмолла атындағы Башқұрт мемлекеттік педагогикалық университеті, Уфа, Ресей*

CLIL мұғалімдерінің кәсіби құзыреттілігін қалыптастыру ерекшеліктері

Аңдатпа. Мақалада пәндік-тілдік кіріктірілген оқыту әдістемесін пайдалана отырып, педагогтарды шет тілінде тілдік емес пәндерді оқытуға даярлау мәселесі қарастырылады. Бұл проблеманың өзектілігі, бір жағынан, Қазақстанда оқытуға деген осы тәсілдің өсіп келе жатқан танымалдылығына және екінші жағынан, осы әдістемені практикада іске асыруға дайын педагогтарды даярлау жүйесінің іс жүзінде толық болмауына байланысты болып тұр. Пәндік-тілдік интеграцияланған оқытудың педагогы орындайтын негізгі функцияларды анықтауға, пәндік-тілдік интеграцияланған оқытудың педагогының кәсіби портретін қалыптастыру үшін оның құзыреттерінің негізгі бағыттарын анықтауға ерекше назар аударылады. Нәтижесінде авторлар CLIL-педагогтардың құзыреттілік тізбесін және оқытуды жоспарлау кезінде қабылдауға тиісті шараларды анықтайды.

Түйін сөздер: пәндік-тілдік біріктірілген оқыту, CLIL, педагог, құзыреттілік.

А.М. Есенгалиева¹, Д.С. Тилимисова²

¹*Евразийский национальный университет им. Л.Н. Гумилева, Нур-Султан, Казахстан*

²*Башкирский государственный педагогический университет имени М.Акумлы, Уфа, Россия*

Особенности формирования профессиональных компетенций учителей CLIL

Аннотация. В статье рассматривается вопрос подготовки педагогов к преподаванию неязыковых дисциплин на иностранном языке с использованием методики предметно-языкового интегрированного обучения. Актуальность данной проблемы обусловлена, с одной стороны, растущей популярностью это-

го подхода к обучению в Казахстане и практически полным отсутствием системы подготовки педагогов, готовых реализовывать данную методику на практике – с другой. Особое внимание уделяется вопросам выявления основных функций, выполняемых педагогом предметно-языкового интегрированного обучения, определению главных областей его компетенций для формирования так называемого профессионального портрета педагога предметно-языкового интегрированного обучения. В результате авторы определяют круг компетенций и выявляют перечень необходимых мер, которые стоит принять при планировании обучения CLIL-педагогов.

Ключевые слова: предметно-языковое интегрированное обучение, CLIL, педагог, компетенции.

Information about authors:

Yessengaliyeva A.M. – Corresponding author, Candidate of Pedagogical Sciences, Associate Professor, L.N. Gumilyov Eurasian National University, 2 Satpayev str., Nur-Sultan, Kazakhstan.

Tilimisova D.S. – Postgraduate student, M. Akmullah Bashkir State Pedagogical University, Ufa, Russia.

Есенгалиева А.М. – корреспондентия үшін автор, педагогика ғылымдарының кандидаты, доцент, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Сәтпаев көш. 2, Нұр-Сұлтан, Қазақстан.

Тилимисова Д.С. – аспирант, М. Ақмолла атындағы Башқұрт мемлекеттік педагогикалық университеті, Уфа, Ресей.