

Article

Research on the Efficiency of Using Integrated Approach in Teaching Professionally-Oriented Foreign Language to Kazakhstani Students of the Specialty “International Relations”

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Abstract: Currently the integration of Kazakhstan into the world community requires the training of highly qualified specialists fluently speaking and having a good command of foreign language. The study is devoted to the problem of development of foreign language professional skills of students of non-linguistic specialty. The aim of the research is to identify the efficiency of integrated approach use for shaping foreign language communicative skills of non-linguistic specialty students. The methodological basis of the research was communicative approach to foreign language teaching. In the framework of the research scientific and theoretical literary sources on the problem of the development of foreign language professional skills of non-linguistic specialty students were studied and summarized; the analysis of the empirical material obtained in the questioning and testing of students. To determine the level of formation of foreign language professional competence of international relations specialty students we have developed the following components: linguistic, cognitive, pragmatic. In the course of the experimental study, the authors revealed that the use of problem-based methods such as discussion, project and case technologies, debates in the framework of integrated approach to professional foreign language teaching promote students' motivation increase and contribute to the improvement of their foreign language professional skills. The results of the study can be used in application of CLIL technology for the formation of foreign language professional competence of non-linguistic specialty students at the university.

Keywords: development of foreign language professional skills; motivation; communicative competence; efficiency; CLIL technology

1. Introduction

The integration of Kazakhstan into the world educational space in the context of globalization requires the use of innovative technologies, tools, forms of education in the preparation of future specialists; therefore the task of modern science is to find new ways of improving the system of Kazakhstan's education in accordance with the needs of a contemporary society. Currently, the processes of globalization and integration are reflected in all spheres of our society, including higher education, the content of which must meet

international standards. Particular emphasis is focused on the knowledge and mastery of foreign languages, especially English.

Knowledge of a foreign language at present is considered as an essential prerequisite for the successful work of university graduates in the international labor market.

The social requirement for foreign language knowledge within the system of multi-profile non-linguistic universities consists in preparing specialists, who could apply a foreign language as a means of establishing personal, scientific and cultural contacts with native speakers and mainly as an instrument of providing professional communication for effective exchange of experience in future practical activities [1].

The development of foreign language communicative competence plays a vital role in the improvement of foreign language professional knowledge and skills of students and is defined as the main aim of teaching a foreign language nowadays.

A detailed structure of professional communicative competence was developed in the research of T.V. Nikitina. This model of structuring the tools of professional communicative competence formation does not include a foreign language but nevertheless it demonstrates the necessity and effectiveness of integrative approach to higher education at present [2] (p.197).

Our research deals with foreign language professional competence of specialists in the field of international relations. To become a competent specialist in the field of international relations, the future specialist needs to know the external policy of his state; be aware of the issues of politics, economics, culture, and social life; be well informed on the problem of the development of international relations; observe the world statistics of the development of world production; demography and ecology.

Since the work of graduates of the specialty 5B020200 "International relations" refers to the sphere of 'human-human' interaction, the future graduates must have a good command and fluency in both: their native and foreign languages, which along with other factors, determine the effectiveness and success of their professional activities. Specialists in international relations should develop both oral and written skills of foreign language professional communication: be able to conduct international negotiations and business correspondence in a foreign language, perform translation and interpretation and prepare diplomatic documents in English. The aim of teaching a foreign language nowadays is considered to be not a language system but speaking as a means of intercultural communication [3].

Teaching professional-oriented foreign language to students of "International relations" specialty is carried out within the discipline "Professionally-oriented foreign language". It is a continuation of the course "Foreign language (English)", "Basic English language Course (level A2-B1)"; the result of mastery of which is the possession of basic skills in four types of speech activity: speaking, listening, reading and writing.

At the same time, students should improve their foreign language knowledge and skills in the subject area within the framework of fundamental and core disciplines, taking into account the specifics of the specialty "International relations".

As a result of studying the discipline "Professionally-oriented foreign language", students of the specialty "International relations" must possess a system of competencies that imply the formation of the following knowledge:

- Functional features of oral and written professional-oriented texts;
- Strategies and tactics of communicative behavior in situations of international professional and scientific communication (within the program);
- Terms and concepts in a foreign language, describing the place and role of international relations;
- Categorical apparatus and concepts of international relations in a foreign language.

Students must also know the basics of documentary studies within the program, adopted in professional and business communication, express fluently in foreign language their opinion on the role of policy in contemporary society.

2. Literature Review

Currently, education is the main priority in the development of contemporary society. The strategic course of the development of education in Kazakhstan, the qualitative renewal of domestic foreign language education, as well as the training of professional staff in this area are reflected in the concept of the development of foreign language education in the Republic of Kazakhstan. Within the implementation of the State Program for the Development of Education and Science in the Republic of Kazakhstan for 2020-2025, modernization of the content of education at all levels is being carried out [4].

The analysis of the current state of foreign language education in Kazakhstan shows that the level of students' knowledge in this area does not correspond to the modern international standards. Therefore, to increase the efficiency and quality of foreign language education at universities, it is necessary to introduce innovative methods of teaching foreign languages using the latest technologies aimed at developing foreign language communicative competence of future specialists.

One of the most effective approaches in the development of communicative skills and the formation of professionally-oriented foreign language competence is the integrated approach or CLIL (Content and Language Integrated Learning). The advantage of CLIL technology is that the training of professional foreign language is carried out through the content of the future profession.

Professionally-oriented foreign language teaching aims at the development of students' ability to communicate in specific professional, business, and scientific situations. In this relation, the specificity of the specialty profile should be taken into account [5] (p.219). Therefore teaching "Professionally-oriented foreign language" implies using Content and Language Integrated Learning technology (CLIL). According to F.Lorenzo, S.Casal, and P. Moore, CLIL serves as an umbrella term embracing all scenarios and whatever combination of regional, heritage, minority, immigrant and/or foreign languages they involve; providing for a highly diversified language curriculum [6].

The CLIL technology is viewed as correspondence to the process of being acquainted with the so-called lingua franca and is used as a communication tool among nations in order to enable everyone to understand each other without having to learn many languages [7].

Recent developments in CLIL practice relate to the introduction of English-taught programmes into a broader range of school type [8]. As CLIL programmes flourished there was increasing flexibility of length of programmes, language(s) targeted, the age and linguistic proficiency of the learners as well as the subject matter and content [9, p.87], [10,11].

The idea of subject-language integration learning has found a positive response in Russian universities, primarily in teaching students of non-linguistic specialties [12] (p.281). According to researchers' observations, in Russian universities, subject-language integration is mainly implemented either through bilingual education based on general scientific and technical disciplines or within the framework of the discipline "Foreign language in the professional sphere," depending on the conditions of a particular university.

Nowadays CLIL is widely used in educational system of European and some Asian countries. Keiko Tsuchiya and Maria D. Perez Murillo conducted a questionnaire survey to investigate students' perception of CLIL at universities in Spain and in Japan. There were three groups of respondents: bilingual Spanish students, mainstream Spanish undergraduates and Japanese undergraduate students. A survey included seven questions about students' personal backgrounds, language repertoire, subject classes in English and their opinions about CLIL in English. The half of the respondents in both countries express a positive view of CLIL implementation in higher education. [13].

According to Wenhien Yang, CLIL programs have rapidly increased in Taiwan's tertiary education in the last decade. The results on observations to measure similarities and possible significant differentiations between CLIL and ESP courses were presented in the study "ESP vs. CLIL: A coin of two sides or a continuum of two extremes?" and different teachers' viewpoints were collected and analyzed. The researcher notes that expectations and perceptions of these courses are not significantly diverse in the literature, and emphasizes that "teachers of both courses believe that fluency comes before accuracy" [14] (p.53).

In Turkey, research on CLIL is quite limited, the relevant research focuses on Content-based instruction. According to D.Bozdogan, "both CBI and CLIL studies mostly took place at the higher education institutions and reported positive perceptions of students and teachers with increased motivation" [15] (p.164). Information and communication technology integration to language learning in CLIL classes at all levels of education is considered in the practitioner's work.

In Kazakhstan, the CLIL technology is just beginning to gain popularity. In Kazakhstani researchers opinion, "the implementation of CLIL in Kazakhstan is episodic and if it is carried out, then partially, within the framework of individual educational organizations, for example, Nazarbayev Intellectual Schools (NIS)" [16].

A CLIL technology varies depending on the specific educational system or other factors, such as when is held in primary, secondary or tertiary education. Implementation of this approach depends on the educational system of a country and on the wider socio-linguistic context in which it is established. According to María Luisa Renau and Sonia Mas Martí, if the European Union promoted plurilingualism for citizens and this was applied to the departments of schools and high schools, CLIL would become the future methodology [17]. At the present time, CLIL being a well-established practice throughout Europe takes many forms depending on the context [18] (p.14).

According to western scholars' viewpoints, CLIL is treated as an innovative dual-focused educational program used for learning both content and language, providing high-quality language proficiency and student engagement [19,20]. Khwanchit S. and Sumalee C. draw their attention to the effectiveness of the CLIL approach in developing students' English skills at any educational level and any courses [21].

Integrated approach to teaching "Professionally-oriented foreign language", as any other approach or method, needs to be evaluated to verify the efficiency of its application in the academic process.

The research aimed at studying the practice of CLIL assessment in Kazakhstan revealed that the assessment should include not only monitoring the results of the educational achievements on the subject, but also tracking the development of the language skills [22] (p.34).

The purpose of the research is to determine the features of shaping foreign language professional competence of "International Relations" specialty students in the context of integrated approach to foreign language teaching.

3. Materials and Methods

The methodological basis of the research was the analysis of domestic and foreign researchers' scientific and theoretical literature on the problem of the effectiveness of the use of an integrated approach in teaching a professionally-oriented foreign language to students of non-linguistic specialties. The studied literature analysis in the Kazakhstani education system testifies the insufficient theoretical and practical development of issues related to the integrated approach of teaching a professionally-oriented foreign language [23].

To study the level of professional foreign language skills of students majoring in "International relations" we used empirical methods of interviewing and monitoring of students' knowledge and skills in the subject.

To determine the levels of communicative competence of students of the specialty "International Relations", we compiled a questionnaire consisting of three questions. Experimental teaching of students in a professionally-oriented foreign language was carried out using CLIL technology. Majority of foreign researchers express the essence of CLIL methodology in "4 Cs" principle: 1) content; 2) communication; 3) cognition; 4) culture, i.e., in the framework of the development of foreign languages professional competence, students should learn the subject content of the discipline in a foreign language through the development of foreign language communicative skills, acquire new knowledge, as well as familiarizing with the culture of the country of the target language.

4. Results and Discussion

Communicative approach is the methodological basis of the of the study, according to which development of foreign language professional communicative competence of students of this specialty represents complicated integrated teaching and learning process.

Subject and language integrated learning imply an educational process, characterized by the degree of intensity of the introduction of a foreign language in studying a specialized discipline.

The given article focuses on the improvement of foreign language knowledge and skills in the area of future profession in the framework of the discipline "Professionally-oriented foreign language", using CLIL technology.

In the framework of subject competences, the student must be able to: understand oral (monological, dialogical) speech within the professional subject; participate in the discussion of topics related to the specialty; individually prepare and make oral reports on professional topics, including the use of multimedia technologies; extract the necessary information from authentic English-language sources in typical professional and business situations, scientific communication; solve standard professional-oriented tasks.

For identifying the initial level of foreign language knowledge and skills of international relations students, assessing their foreign language professional skills in the framework of CLIL technology use we conducted experimental work.

It is known, that for the development and improvement of foreign language professional skills of students, we should take into consideration their basic foreign language communicative skills. So, the first task of the experimental work was identifying students' foreign language skills. Twenty-five second-year students of the "International Relations" specialty of Karaganda University took part in the pedagogical experiment in the academic year 2018-2019.

At the ascertaining stage of the experiment, the students were divided into two subgroups: control and experimental. At the initial stage of the experiment the testing of students of the specialty 5B020200 "International relations" was carried out to determine the basic level of students' foreign language skills. Besides, the survey was held among "International relations" students for identifying their interest and motivation to study foreign language. They were given the following questions:

1. How much are you motivated to learn the "Professionally-oriented foreign language" discipline? (I have big interest; I'm not interested so much; I am not interested at all).

2. In what form are foreign language lessons conducted? (traditional methods and techniques (retelling, questions-answers); problem-solving activities (round table discussion, role play, projects); the use of information and communication technologies).

3. In what form do you prefer classes in "Professionally-oriented foreign language" to be conducted? (innovative technology use; team work (role play, case-study, projects, round table discussions); traditional form (retelling, questions-answers)).

According to the results of the survey, most of the students of control and experimental groups' answers testify the lack of a particular interest in the subject. So, 32,5% of students of the control group and 33,3% of students of the experimental group showed no interest in learning a foreign language; 49,5% of students of the control group and 48,5% of learners of the experimental group had an average motivation; 18% of students of the control group and 18,2% of students of the experimental group showed significant interest in learning English. The survey question: "In what form are foreign language classes conducted?" was aimed to reveal the teaching styles used at foreign language classes. Most of the students of control and experimental groups responded that classes were mainly conducted in a traditional way, using retelling, questions-answers, reading. The last question about the form they prefer the classes to be conducted was aimed to find out the preferable for students' learning styles. The opinions were distributed as follows: 53,9% of students of the control group and 53,2% of students of the experimental group prefer the classes to be conducted using active methods of teaching as: a discussion, debates, round table. 34,2% of learners of the control group and 35,7% of students of the experimental group wanted project work to be used in classes; 11,9% of learners of the control group and 11,1% of students of the experimental group preferred the classes to be conducted in a traditional way using retelling, questions-answers, etc.

The results of the ascertaining stage of the experiment on determining the development of students' foreign language skills in the control and experimental groups are the following: 33,25% of the control group students and 32,45% of the experimental group students had a low level foreign language skills; 57,5% of the control group students and 58,8% of the experimental group students showed medium level of English language proficiency, and only 9,25% of learners of the control group and 8,75% learners of the experimental group demonstrated a high level of foreign language skills. The results of testing are shown in the Figure 1, given below.

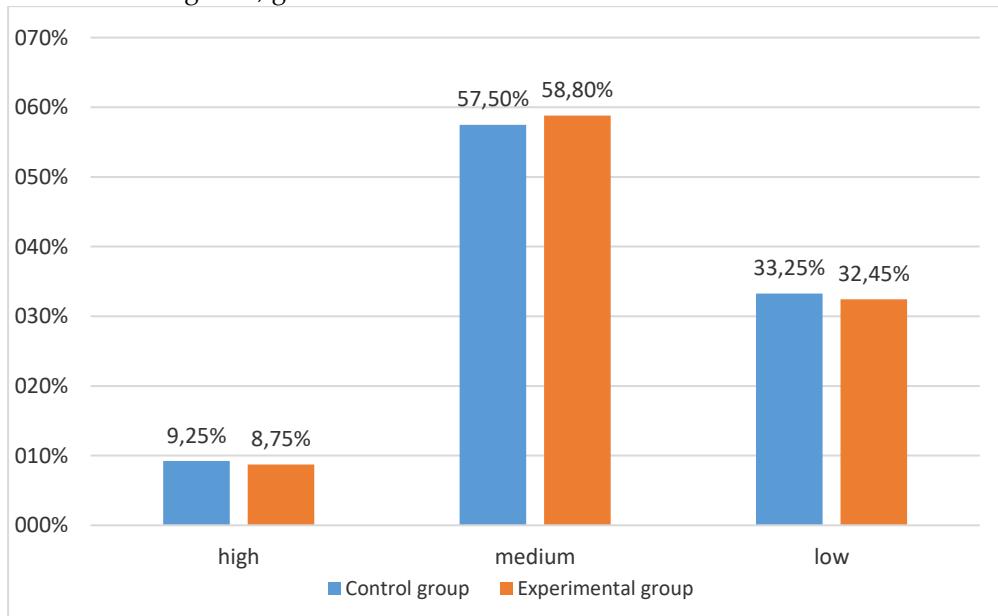


Figure 1. The results of the ascertaining stage of the experiment in control and experimental groups of students majoring in "International Relations"

When assessing the foreign language proficiency of students of the international relations specialty, we used the criteria for evaluating foreign language knowledge according to the common European assessment scale [24]. The tests included the four skills: reading, writing, listening and writing.

Thus, the observations of students work and activity within foreign language teaching and learning process the conducted and attended classes showed that not all students demonstrated a particular interest in the discipline professionally-oriented foreign

language, as classes were mostly conducted in the traditional way (question-and-answer form, retelling, translation).

So, the results of testing and of the survey conducted among the second-year "International relations" specialty students at the ascertaining stage testify that most of the students of both control and experimental groups had poor knowledge and skills in English and low level of motivation to this subject.

Our following task was to develop foreign language professional skills of students of the experimental group using CLIL technology for identifying its efficiency.

Experimental teaching. The aim of the experimental teaching was improving foreign language professional skills of students in the framework of CLIL technology use. At this stage, in the experimental group the classes were conducted using active methods: role-playing, discussions, debates, group projects. As was noted above, within the framework of students' foreign language training, the specificity of CLIL technology is that the knowledge of a foreign language becomes a tool for studying the content of the subject. Particular attention is paid to the content of special texts, as well as the necessary subject terminology and vocabulary. The terminology on international relations reflects historical transformations from the political, economic, military, social and other spheres of human activity. Thus, the language is integrated into the curriculum, and the need "to dive" into the language environment to discuss specific material, increases the motivation for the use of language in the framework of the studied subjects.

According to standard curriculum, students of the specialty "International relations" studied the topics: "Basic categories of international relations", "The history of diplomacy", "Professional communication of a diplomat and foreign language diplomatic correspondence", "Diplomatic contacts, visits and negotiations", "Contemporary problems of international relations and diplomacy" and others. Students learn such basic categories of international relations as "diplomacy", "international relations", "world system", "international organization", "political process", "diplomatic etiquette", "agreements and treaties", etc. Thus, studying terminology in English in the framework of considered and discussed topics, students enrich their vocabulary in the field of international relations. Thus, improving students' foreign language professional communicative skills and abilities imply using problem-solving activities: setting and solution of problems, in the framework of debates, discussions, role-playing games, projects, case-study, which present real speech practice experiences for students, focused on the development of their analytical, evaluative, reflective skills in a foreign language.

The analysis of the scientific and theoretical literature on the formation of communicative competences of students shows that the majority of scientists distinguish three main components of professional communicative skills of students in a foreign language: linguistic, cognitive and pragmatic. Based on it, criteria of three levels of each component of foreign language professional communicative skills of students have been identified: high, medium and low. Descriptors of three levels of linguistic, cognitive, pragmatic sub-competences are as follows:

1. Linguistic component of foreign language professional competences of students reflects the degree of possession of language knowledge and skills of learners that allow them to implement foreign language speech activity in accordance with the language norms of the target language.

High level – student can demonstrate a high level of academic language proficiency; can maintain a high degree of communicative fluency and grammatical accuracy. Student can translate linguistically complex texts and specialized articles.

Medium level – student can understand the main ideas of the text in the field of specialization. Student can give a prepared presentation of the studied material; has some difficulties in translating professional texts; written and oral speech is not fluent; makes grammar mistakes.

Low level - student can interact in a simple way, using basic language clichés and learned phrases. Student can translate short adapted texts; his oral and written speech don't meet the language norms of the target language.

2. Cognitive component of foreign language professional competence of learners implies possession of the basic foreign language professional competences including knowledge and skills of professional terminology; the ability to use them in oral and written professional discourse.

High level – student can summarize information from different authentic written and spoken sources in a coherent way; can critically assess and analyze communicative professional situations and find solution to the problem in the framework of studied topic.

Medium level – student can understand and take part in the discussion, role-plays and group projects; but feels difficulties in the use of professional terminology in oral and written discourse. Student can hardly defend and argue his own viewpoints.

Low level - student can't express his own thoughts using basic professional terminology due to the lack of knowledge. Learner has difficulty in writing essays.

3. Pragmatic component indicates the fluency and accuracy of foreign language professional communication; the ability of students to communicate and exchange opinion in the field of future profession.

High level – student can speak spontaneously and very fluently using terminology for professional purposes. Student can produce clear well-structured speech; can interact spontaneously and fluently using studied terminology; can take an active part in discussions and debates on specialized topics.

Medium level – student can use the professional terminology at an average degree in various types of speech activity; feels difficulty in creating cohesive discourse and conversation on topics of professional interest.

Low level - student can understand basic concepts in oral speech within the studied topic if interlocutor speaks slowly and clearly. Student can't express his opinion on the problem under discussion using professional terminology.

At the final stage of the experimental work students' foreign language professional skills were tested according to above pointed criteria. Analyses of foreign language professional skills of control group students at ascertaining and final stages show no significant changes in students' levels of foreign language professional skills. The results of testing in the control group are shown in the diagram given below (Figure 2).

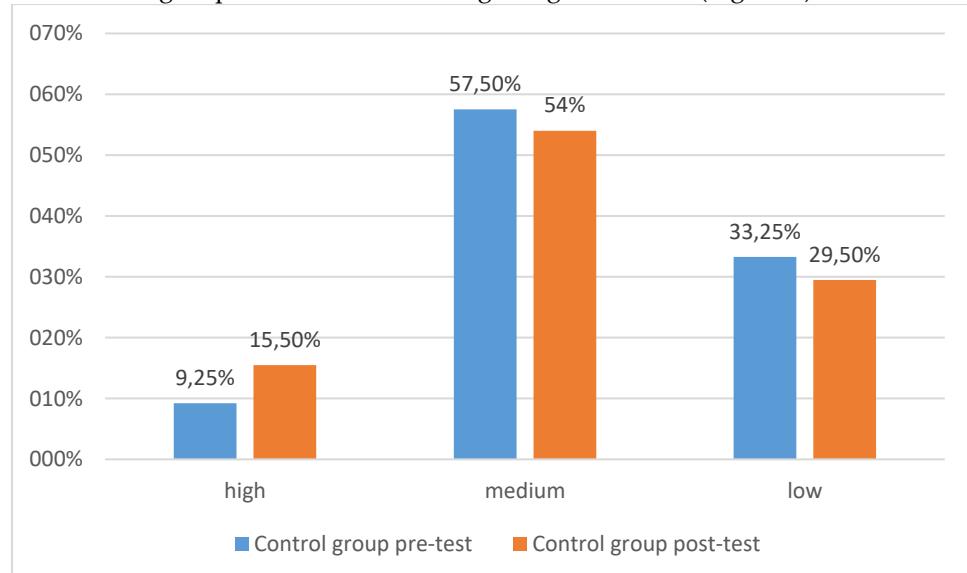


Figure 2. The results of the pre-post-tests in the control group

A final testing of students foreign language professional skills of the experimental group showed a positive dynamics: the number of students with a low level has decreased

from 32,45% to 11,3%, the number of students with an average level has decreased from 58,8% to 32,2% and the number of students with a high level has increased from 8,75% to 56,5%. The results of pre-post-tests of the experimental group students are presented in Figure 3 given below.

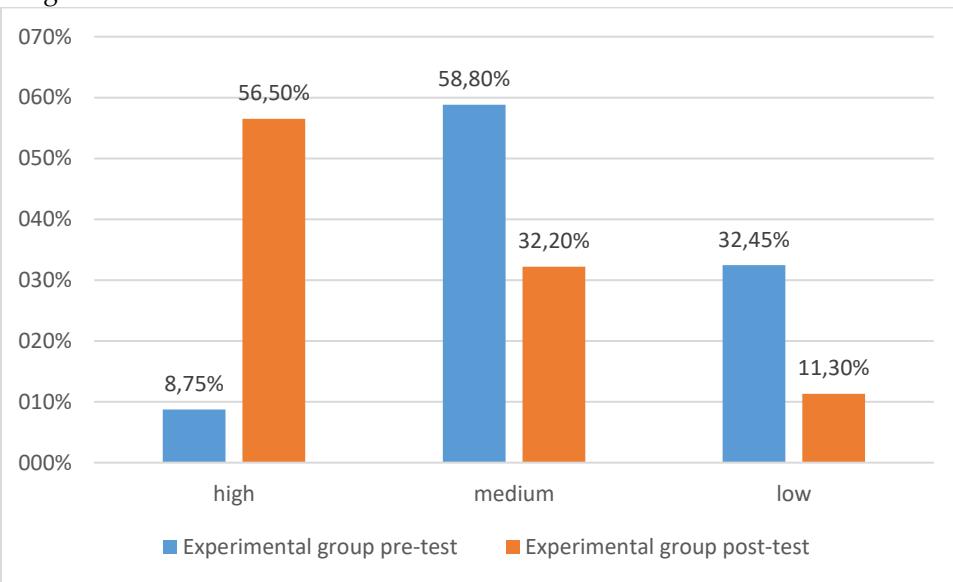


Figure 3. Comparison of the results of the pre-post-tests of the experimental group students. Thus, the results of testing of experimental group students after use of active teaching methods in the framework of CLIL technology demonstrate the improvement of foreign language professional skills; the use of CLIL in professional foreign language teaching proved to be efficient and improved students' English proficiency. We also conducted a final survey with students of the experimental group including their self-assessment. Survey questions are given in Table 1.

Table 1. The survey of the experimental students of the specialty "International relations" at the final stage of the experiment

Nº	Questions	Variants of answers
1	Do you think that your level of foreign language proficiency has increased?	- Yes, I do; - No, I don't think so; - I find it difficult to answer
2	Are you motivated to study the "Professionally-oriented foreign language" discipline?	- Yes, I'm motivated; - I'm not motivated; - I find it difficult to answer
3	In what form would you prefer classes to be conducted in discipline "Professionally-oriented foreign language"?	- Traditional methods and techniques (questions-answers, retelling, translation); - Problem-solving activities (role play, business game, discussion, projects, case-study)

To the question whether the level of foreign language professional skills of students has increased in the process of using CLIL technology and problem-solving activities at foreign language classes, 92,7% of respondents of the experimental group responded positively, 7,3% of students found it challenging to answer. To the question, if they are

motivated to study a professionally foreign language, most of the learners, i.e., 87%, gave a positive response, and 13% of them abstained from the answer. To the question about the form students would prefer classes in professionally-oriented foreign language to be conducted students answered in the following way - 89,2% of students of the experimental group wanted the use of active methods (round table discussion, role play, business game, projects, case-study), directed to setting and solution of problems; and 10,8% of them preferred the use of the traditional methods of learning a professional foreign language.

Thus, the results of the experimental teaching proved the efficiency of CLIL technology use in development of foreign language professional competence of students and allow to identify the novelty of the study in the framework the discipline "Professionally-oriented foreign language".

Effective language learning in the context of the development of foreign language professional skills of future specialists is the subject of the research of many scientists. In our study, we consider CLIL (Content and Language Integrated Learning) as one of the effective approaches in shaping and development of foreign language professional competence of future specialists in the field of international relations. CLIL is based on European policy, which promotes bi/multilingualism and multilingual education and have been rapidly developing. D. Marsh, one of the developers of the concept CLIL emphasizes that the use of content and language integrated learning focuses on achievement of two goals: simultaneously learning a foreign language and academic discipline [25].

In our country, the implementation of multilingual education aims at internationalization of Kazakhstan and integrating into the world's education and scientific societies. Kazakhstan has chosen its own way of language development – trilingualism, the essence of which is to develop Kazakh as the state language, Russian as the language of interethnic communication and English as the language of integration into the world economy [26]. Therefore, knowledge of three languages is important for the future development of the country, English is considered as a factor of personal and professional growth of future specialists.

In the research article "European experience of multilingualism and the development of multilingual education in Kazakhstan", the authors analyzed the different systems of multilingual education in European countries; teachers' viewpoints of the importance of CLIL implementation, development of content knowledge, cognitive skills are emphasized. According to scholars, among the higher education institutions of the Republic of Kazakhstan Karaganda University is one of the basic universities, where multilingual education model is developed and practiced [27].

5. Conclusions

Thus, in the study the pedagogical experiment included three stages: ascertaining stage, formative stage including experimental teaching and final stage. At the ascertaining stage we tested the students initial knowledge of foreign language; determined the basic level of foreign language skills of control and experimental group students the results of which showed approximately the same level of foreign language knowledge of students. Experimental teaching was conducted in the experimental group using CLIL technology. The components of foreign language professional competence of international relations students were identified. They are linguistic, cognitive and pragmatic. Based on the components, we determined the criteria for three levels: high, medium and low. At the final stage of the research, we analyzed the results of the experimental teaching.

So, the final testing of the experimental group students on determining the level of foreign language proficiency showed positive dynamics: 56,5% of students showed a high level of foreign language professional competences; 32,2% of students demonstrated an average level; only 11,3% of learners had a low level. Thus, we have come to the conclusion, that CLIL is an effective technology used for developing foreign language professional communicative competence, which helps motivate students to learn a foreign

language, increases students' willingness to communicate in a foreign language. Students of the experimental group demonstrate a higher level of foreign language professional communicative competence. Motivation of students of the experimental group was affected by the class atmosphere, the course content, materials and facilities used. The results of the final survey showed students' interest and desire to learn a foreign language through the use of active methods as problem solutions, debates, projects in the framework of CLIL technology.

According to the research results, we consider it is important to emphasize the following main advantages of CLIL technology in teaching a foreign language to students:

- CLIL combines the subject area and the language;
- CLIL increases students' motivation and confidence in both the language and the subject, content and language integrated learning implies the use of authentic materials related to the sphere of students' professional interests; enhances learner engagement;
- CLIL allows students to immerse into the language environment, helps students immerse into the situations of professional environment closely to the real-life situations in the sphere of students' future profession; reduces the level of stress; creates conditions for language learning and atmosphere where pair work and team work take place;
- CLIL improves and develops students' cognitive skills, this means the ability to perceive and process the information and further use the acquired knowledge and skills for professional and intercultural communication.

However, there are some difficulties in implementing CLIL technology. They are insufficient number of classes on this discipline; different levels of knowledge of foreign language learners; a lack of training for CLIL teachers combining content subjects and language; a lot of training is required.

In the framework of the research, we emphasize the complexity of training specialists in the field of international relations and conclude that for shaping foreign language professional competence the learners should possess a high degree of professional knowledge and a sufficient level of English proficiency. The research determines our further study of the efficiency of CLIL technology in the formation of foreign language communicative competence of non-linguistic specialty students.

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