

поєднанні з методом Бенні Льюїса мають стати таким собі “запобіжником”. Коли процес формування звички з вивчення мови стає нудним, “запобіжник” повертає інтерес до цієї діяльності, адже перегляд книг або відео про особливості мови чи культури іншої країни не дає сильно відволікатися від самого процесу, і вивчення мови продовжується, тільки в контексті дослідження особливостей повсякденного життя іноземців. Бенні Льюїс зазначає, що така методика допомогла йому вивчити декілька іноземних мов, хоча до 21 року він спілкувався виключно англійською [3].

Отже, основою комунікативних бар’єрів є психологічні установки, які створюють відчуття страху, що заважає вивченню мов не тільки курсанту, а й будь-якій іншій людині. Важливим є те, що подолати бар’єри можна за допомогою розвинутих вольових якостей, оскільки усвідомлення своїх можливостей і необхідності покращення здібностей при засвоєнні іноземних мов створюють реальні умови для суттєвого прогресу в цьому напрямку.

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#### **USING CONTENT AND LANGUAGE INTEGRATED LEARNING METHOD FOR PREPARING INTERNATIONAL SPECIALISTS IN LEGAL AREA**

Nowadays in a time of constant development and progress, there are changing views on the study of foreign language subjects. Particular attention is paid to the development of new forms of learning that will meet the international requirements of today in the context of transnational education. Therefore, experienced professionals should find and use the most interesting and up-to-date methods of studying their subject and be able to work and develop their activities at the international level.

The issue of multilingual or bilingual education with in-depth foreign language learning has become relevant worldwide not only at the domestic level, but also at the professional one. This technique helps to develop thinking from the very beginning of personality formation, as well as contributes to the formation of motivation to learn not only subjects but also foreign languages.

One of the most popular approaches to studying subjects through foreign languages is the CLIL method (Content and Language Integrated Learning). It is an effective way to achieve good results in studying both subject and foreign language. Such method provides learning non-linguistic subjects through a foreign language. In this context, language is not a purpose for learning, but is used as a means of mastering another subject [3, p.240]. The main emphasis is that language is not the main object of study. Thus, the student can immerse himself in learning a particular subject and at the same time master a foreign language.

CLIL is a modern technique in the internationalization of higher education in many countries of the world. The CLIL-method involves the simultaneous formation of a student's subject and language competences [2, p.94]. This popular tendency is gaining momentum and is widespread among developed countries such as Sweden, Belgium, France, Germany and others. Content and Language Integrated Learning takes its place in the international educational space, as it is a very effective way of training the future specialist, in particular in legal area.

There are three models of CLIL:

soft (language-led);

hard (subject-led);

partial immersion

The first model, *soft*, is aimed at linguistic features of a special context, that is, under this model. Students are taught selective topics in a foreign language. Thus, students or students can learn a foreign language partly by learning a new vocabulary in a specific context. The following model – *hard* – aims to study the subject in a foreign language for 50% of the curriculum. Hence, this CLIL model allows more thoroughly study the subject itself using previously learned vocabulary, as well as to learn a new lexical component within the subject. The third model of *partial immersion* implies partial learning of a foreign language, in other words intermediate training, that is, a particular subject is allocated a certain amount of hours to study some modules of this subject in a foreign language [1, p.16].

The following CLIL elements known as "4C" are used to prepare future legal professionals using the subject-language integrated learning technique:

1. Content, it refers primarily to understanding, developing knowledge, skills and competences in a particular subject area. In the course it is necessary to stimulate the process of learning the knowledge and develop skills within the subject, to understand the essence and to acquire new concepts and features of the subject, taking into account the previous experience gained.

2. Cognition (perception, an important component), it carries the development of mental capacity. CLIL stimulates cognitive and mental skills. Cognition also implies the ability to use the acquired knowledge and ability to learn to express their own opinions not only in their native language, but also in foreign ones. It should be noted that the cognitive concept allows to stimulate the development of cognitive abilities.

3. Communication (language as a means of communication). Language acts as a subject for studying. Through communication, you can realize such an important component as cognitive thinking, as well as express your thoughts on content in a foreign language. The student not only uses a foreign language to study the chosen subject, but also the subject itself to practice communicating and expressing thoughts in a foreign language.

4. Culture (a core of CLIL). It involves cultural knowledge and the totality of material and spiritual values, which include understanding of cultural aspects, characteristics and analysis of what different cultures are. Culture helps to understand oneself and others, to understand the culture of their country.

To sum up, while studying through the usage of CLIL method the student has the opportunity to master the content of the subject deeply, while simultaneously learning a foreign language. CLIL serves as a tool that helps to learn other subjects, thus the student finds certain prospects to develop, and improve their communication skills. Moreover, CLIL increases students' motivation to study the subject, it becomes more interesting for them to master the subject through learning a foreign language.

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