bilimger.kz
Республикалық білім және ғылым порталы
https://bilimger.kz
ҚР Мәдениет және Ақпарат министрлігі тіркелген — Куәлік нөмірі: ***KZ45VPY00102718***
2026

БӨЛІМ: BUKETOV UNIVERSITY / UNIVER / СТУДЕНТ

The impact of interactive methods on the development of subject-language competence in CLIL-based learning

ЖАРИЯЛАНДЫ	ТІРЕК СӨЗДЕР	СІЛТЕМЕ
26.04.2026	academic language, CLIL, communicative competence, integrated learning, interactive methods, subject-language competence	https://bilimger.kz/188389/

Қалықұл Сабина Сабыржанқызы
Қалдан Арайлым Қалданқызы
Калманбетова Элеонора Сабитовна
Академик Е.А. Бөкетов атындағы Қарағанды ұлттық зерттеу университеті
мамандық: шетел тілі мұғалімі

Жетекшісі: ***Сагадиева Кымбат Кошкинбаевна***

UDC 378.147:811.111
Authors: Kalykul Sabina Sabyrzhanovna, Kaldan Arailym Kaldanovna, Kalmanbetova Eleonora Sabitovna
Supervisor:: Sagadieva Kymbat Koshkinbaevna

Abstract. The article discusses the impact of interactive methods on the development of subject-language competence in teaching based on CLIL. The CLIL approach involves the integration of the content of the subject with a foreign language, and interactive methods make this process active, understandable and close to practice for the student. The study analyzes the methodological possibilities of the simultaneous development of subject knowledge and language activity, based on domestic and Russian-language scientific works. The article describes the role of such approaches in CLIL lessons as group work, project task, discussion, terminological exercise, case method, visual support, role-playing situation using specific examples. The results show that interactive methods strengthen not only the understanding of the subject concept, but also the student's ability to speak, argue, compare, draw conclusions in the academic language. The study proves the importance of using a system of tasks that equally take into account language and content in planning CLIL lessons.

Keywords: CLIL, subject-language competence, interactive methods, integrated learning,

© 2026 Bilimger.kz Ақпараттық-танымдық білім порталы. Барлық құқықтар қорғалған.

academic language, communicative competence.

Introduction

In the education system, it is not enough just to master the subject. The student must be able to explain, compare, prove and apply the knowledge gained in a different language environment. From this point of view, CLIL, that is, the integrated teaching of the subject and language, has become an important methodological direction in the modern school and higher education space. Its essence lies not only in teaching a subject in a foreign language, but also in the parallel development of subject content and language activity. If a student only memorizes the concept of «cell division» in biology or «climate zone» in geography, this is not a complete competence. And if he describes this concept in a foreign language, gives an example and explains the cause and effect, then subject knowledge merges with language skills.

The purpose of the article is to analyze the impact of interactive methods on the development of subject — language competence in teaching based on CLIL from a scientific and practical point of view. The objectives of the study were to reveal the role of the CLIL approach in connecting subject and language knowledge, to show the influence of interactive methods on student activity, to differentiate effective methodological techniques based on the literature, to present specific examples that can be used in the classroom. The object of research is the educational process, which is organized on the basis of CLIL. The subject of the study is ways to develop the subject — language competence of students through interactive methods.

The relevance of the topic is determined by several reasons. Firstly, in the context of multilingual education, the student becomes not just a language learner, but a person who, through that language, is the master of subject information. Secondly, in the CLIL lesson, the student needs not only to know the terms, but also to use them in a specific task. Thirdly, the traditional method of interpretation does not fully form subject-language competence, because the student often remains in the role of a listener. And interactive methods motivate him to talk, think, make a joint decision, prove his answer. The theoretical significance is expressed in clarifying the relationship between CLIL and interactive learning through the concept of subject-language competence. Practical significance is due to the fact that teachers are offered types of tasks that can be used in the structure of the lesson.

Methods

The article was based on the methods of literature analysis, comparison, pedagogical compilation and methodological modeling. The study examined domestic and Russian-language works published after 2022. The selection of literature took into account the issues of CLIL, subject-language integration, interactive learning, trilingual education, academic language, resource support and practical application in the classroom. In the course of the

© 2026 Bilimger.kz Ақпараттық-танымдық білім порталы. Барлық құқықтар қорғалған.

analysis, each source was used only once, and its main statement was associated with the topic of the article. In the practical part, examples adapted to the CLIL lesson were presented and their influence on the development of understanding of subject content and language activity was explained.

Literature analysis

In studies that have considered the relationship of the CLIL approach to the continuing education system in Kazakhstan, it is noted that this direction is not just a method, but an integral part of the policy of multilingual education. Abdrakhman G. K. and Isabekova G. B. in their work «subject-language integrated learning in the context of continuing education in the Republic of Kazakhstan» indicate that the main feature of CLIL is based on the development of subject content and language training as a single process, and not separately. The statement in the work of the authors «the integration of language and methodological training in the formation of academic language and professional competence is important» proves why the interactive method is needed in the CLIL lesson [1, 45]. Subject-language competence will not be fully developed if the student translates only the text in the lesson. And when he discusses the Problem, uses the term and draws conclusions in front of the group, language becomes a tool for subject thinking.

An important place in the study of Bakirova K. sh., which considered the problem of implementing CLIL on the basis of biological educational programs, is occupied by the approach of subject teachers. The work» implementation of subject-language integrated learning: the approach of teachers of biological educational programs » states that CLIL should change not only the content of educational material, but also the form of its presentation. The author’s idea that» if educational materials are not adapted in accordance with the requirements of CLIL, there will be a gap between subject understanding and language acquisition » reinforces the methodological basis for using interactive methods [2, 24]. For example, when teaching the topic «photosynthesis» in English in biology lessons, it is difficult for a student to immediately give a complex scientific text. And first to describe the process using a picture, then to match the terms, and finally in a small group «why does a plant need light?»discussion of the question «» will gradually master the material.»

In the work of Zharylgasymova a.m., who described the stages of introducing CLIL into educational organizations, the success of the method is explained by the correct selection of educational material, taking into account the age and language characteristics of the student. The author concludes that» in planning CLIL technology, it is necessary that the material corresponds to the cognitive level and language training of the Student » [3, 11]. This opinion is also important when choosing interactive methods. If the student has a low language level, the discussion may not work right away. In such a situation, the «Think — pair — share» method, key words, sentence patterns, picture card, terminological table are more effective. And in grades with a high language level, you can give such complex tasks as a debate, project

© 2026 Bilimger.kz Ақпараттық-танымдық білім порталы. Барлық құқықтар қорғалған.

defense, interpretation of a laboratory report in a foreign language.

In the work of Zhetpisbaeva B. A., Dyakov D. V. and Zhankina B. Zh., who studied the resource support of remote CLIL training, the possibilities of CLIL classes in a digital environment are considered. In the article» experience of resource support for remote CLIL training in Kazakhstan», the authors conclude that a video content, an online course, Control and measurement materials and planning of training goals should relate to the 4K principle of CLIL [4, 16]. 4K here combines the concepts of content, communication, cognition and culture. This is an ideal basis for interactive methods. For example, if in an online lesson students are shown a short video about natural disasters, and then in a group they enter information in three columns: «cause», «consequences», «defense path», they will both understand the subject content and use language structures.

The study of Imanakhmetova Zh.A., Kabieva S. Zh.and Shamkhieva A. A., which conducted a pedagogical experiment on teaching biology in English, clearly shows the influence of language difficulty on the subject result in CLIL lessons. In the work» analysis of the results of pedagogical experiments in teaching biology in English » it is noted that insufficient language skills when students answered open questions prevented the full expression of subject knowledge. The authors conclude that» subject knowledge alone is not enough to give a complete answer, the student needs language skills that clearly convey thoughts » [5, 42]. This suggests that interactive methods should be used systematically, not randomly, in CLIL classes. This is because group discussion, pair explanation, sentence formation with a term, short verbal response exercises make the student ready for open-ended questions.

In the study of Myrzalieva S., Mizanbekov S. and Lomova E., who connected subject-language integration with plurilingual competence, it is noted that CLIL is not limited to teaching one subject in a foreign language, it opens the way for multilingual and multicultural thinking. In the work» subject-language integration as a tool for the formation of plurilingual competence of students», the authors indicate the need to move from the 4C principle to unified language and cultural literacy. Their opinion that» understanding the components of subject-language integration as a whole, and not separately, will become a new direction in the development of CLIL » expands the content of the interactive lesson [6, 17]. For example, when discussing the topic of water scarcity in English in a geography lesson, the student learns not just terms, but to compare the natural, cultural, economic situation in each country. It complements subject-language competence with cultural understanding.

Results

Analysis of the literature has shown that interactive methods give three main results in the case of CLIL. First, they create an opportunity to actively master the subject content. The student not only listens to the ready-made information, but also analyzes it, explains it in a group, draws it into a scheme, proves it by example. For example, when passing the topic

© 2026 Bilimger.kz Ақпараттық-танымдық білім порталы. Барлық құқықтар қорғалған.

«acids and bases» in English in a chemistry lesson, the teacher does not give students a simple definition, but shows a picture of household items and gives the task to divide them into acidic, alkaline and neutral environments. Using sentences such as «lemon juice is acidic», «soap is alkaline», the student connects the subject concept with the language activity.

Secondly, interactive methods form academic speech. In CLIL lessons, the student needs not only everyday language, but also subject-specific phrases. For example, structures such as» the reason is»,» it depends on»,» the result shows»,» we can compare » help the student to speak argumentatively. In the Kazakh class, it is effective to first interpret these phrases with the Kazakh meaning, and then use them with the English model. For example, in physics lessons, students formulate the idea that «the movement of a body depends on speed» as «the motion of an object depends on speed.» In this way, language becomes a means of conveying subject thought.

Third, interactive methods increase the student’s confidence. In CLIL classes, many students are afraid of incorrect speech, especially when pronouncing subject terms in a foreign language, which can be squeezed. In such a situation, it is effective not to immediately ask for an individual answer, but to discuss first in a pair, and then speak on behalf of the group. For example, if students are given the task «explain cell structure» in biology class, a weak student is more likely to remain silent. And if the group is given a cell image, cards with terms, and sentence samples, it will take part in explaining at least one part. This gradually increases its subject and language activity.

Discussion

In order to use interactive methods in a CLIL-based lesson, the teacher must plan the two goals in parallel. The first goal is the subject result. For example, a student must understand the concept of «ecosystem», be able to distinguish its components. The second goal is the linguistic result. The student needs to describe this concept, explain the cause-effect relationship, and give an example. If there is only a subject goal in the lesson, the CLIL will not be fully realized. If there is only language training, the subject content is weakened. Therefore, the task should be two-layer.

From a practical point of view, an interactive CLIL lesson can be organized in several stages. First, the main terms related to the topic are given. But it is more effective not to simply memorize them, but to connect them with a picture, gesture, scheme or real object. For example, in a geography lesson, the words «erosion», «valley», «river flow» are interpreted using a picture of a river valley. Later, students form a small description using these words. Then the group task is performed: one group explains the causes, the second group explains the consequences, the third group explains the ways of prevention. At the end of the lesson, students draw short conclusions. In this structure, the subject, language and communication are linked within a single lesson.

© 2026 Bilimger.kz Ақпараттық-танымдық білім порталы. Барлық құқықтар қорғалған.

One of the interactive methods is the case method. For example, in the lesson of Ecology, students are given the situation: «air pollution in the city has increased, there are more cars on the road near the school.» They discuss the problem, find out the reasons, offer a solution. In the course of the task, words such as «pollution», «traffic», «solution», «reduce», «environment» are used. Here the student does not memorize the term mechanically, but uses it to solve a specific problem. The same method is effective in history, biology, chemistry, computer science. For example, in Computer Science, on the topic «data security», students can analyze a case of a weak password in a company and present a security rule in English.

The project method also has a good effect on the development of subject-language competence. For example, if students create a project on the topic «Healthy school menu», they will connect biology, health and English. One group studies the composition of food, the second group compares useful and harmful products, the third group defends a poster in English. In the course of this work, students do not just memorize the words «protein», «carbohydrate», «vitamin», but use them within sentences. Subject knowledge is connected with a specific product, everyday life.

The discussion method is effective in higher grades. For example, «Should plastic bags be banned? on the topic: «students give arguments from the point of view of ecology, economy and society. One group supports the ban, the other group offers an alternative solution. In such a task, the student’s critical thinking, linguistic accuracy and subject understanding are checked in parallel. However, the vocabulary, supporting sentences, and argument structure should be given before the discussion. Otherwise, the lesson may be limited to the activity of students with a high level of language proficiency.

Conclusion

In teaching based on CLIL, interactive methods directly contribute to the development of subject-language competence. They take the student out of the role of a listener and turn him into a person who thinks, speaks, compares, argues, and acts together. An analysis of the literature has shown that for CLIL to be effective, subject content, language purpose, cognitive activity, and cultural context must be planned together. Interactive methods naturally link these four areas within the lesson. The examples considered in the article prove that such methods as group work, Case Study, Project, discussion, visual support, role situation, terminological task are effective in the CLIL lesson. Such methods allow the student to use the subject concept in a foreign language. The most important thing is that the student learns to convey the subject thought without fear of language errors. Therefore, when organizing CLIL classes, the teacher needs to use interactive methods not as an additional game or decoration, but as the main methodological tool for the formation of subject-language competence.

References:

1. *Абдрахман Г.Қ., Исабекова Г.Б. Предметно-языковое интегрированное обучение*

в условиях непрерывного образования в Республике Казахстан // 3i: intellect, idea, innovation — интеллект, идея, инновация. — 2024. — № 3. — С. 149–158. — DOI: 10.52269/22266070_2024_3_149.

2. *Бакирова К.Ш. Реализация предметно-языкового интегрированного обучения: взгляд преподавателей биологических образовательных программ // Вестник Карагандинского университета. Серия «Педагогика». — 2023. — № 1. — С. 231–239. — DOI: 10.31489/2023ped1/231-239.*
3. *Жарылғасымова А.М. Этапы внедрения предметно-интегрированного обучения в образовательных организациях Казахстана // Молодой ученый. — 2024. — № 49 (548). — С. 112–118.*
4. *Жетписбаева Б.А., Дьяков Д.В., Жанкина Б.Ж. Опыт ресурсного обеспечения дистанционного CLIL обучения в Казахстане // Вестник Карагандинского университета. Серия «Педагогика». — 2022. — № 4 (108). — С. 121–128. — DOI: 10.31489/2022Ped4/121-128.*
5. *Иманахметова Ж.А., Кабиева С.Ж., Шамхиева А.А. Анализ результатов педагогического эксперимента в обучении биологии на английском языке // Биологические науки Казахстана. — 2024. — № 1. — С. 42–50. — DOI: 10.52301/1684-940X-2024-1-42-50.*
6. *Мырзалиева С., Мизанбеков С., Ломова Е. Предметно-языковая интеграция как инструмент формирования плюрилингвальной компетенции обучающихся // Scientific Journal of Pedagogy and Economics. — 2025. — № 415 (3). — С. 162–178. — DOI: 10.32014/2025.2518-1467.958.*

ҚМ АА Куәлік нөмірі: **KZ45VPY00102718** — ҚР Мәдениет және Ақпарат министрлігі
© 2026 **Bilimger.kz Ақпараттық-танымдық білім порталы**. Барлық мазмұн авторлық құқықпен қорғалған.