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Formation of the cognitive competence on the basis of clil

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Abstract. This article is devoted to the importance of CLIL technology in the formation of educational and cognitive competence. It is argued that CLIL technology is the most effective approach to deeper learning of foreign languages. In addition, it provides not only the development of the English language through CLIL, but also an increase in the cognitive level of the student through the study of subjects in English.
Keywords: *CLIL, competence, cognitive competence, intercultural communication, development.*

Introduction

To develop the level of education in the Republic of Kazakhstan in a new direction, it is necessary to create favorable conditions for students to develop their basic competencies, skills, and independence at a high level. The main goal in education is the ability of the learner to demonstrate his creativity, competence, independence, mobility in any life situation, whether professionally or in public.

Since the signing of the Bologna system by Kazakhstan, the requirements for a specialist with professional education must comply with the common European level, that is, to be intellectually and professionally competent in the process of continuing education. The problem of the formation of cognitive competence is considered on the basis of the need to quickly, qualitatively, and creatively prepare a new, younger generation that is able to solve complex tasks, think comprehensively, have deep fundamental knowledge, and be competitive.

First of all, let's reveal the essence of the term"

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competence "in philological terms. To do this, it is necessary to separately dwell on the concepts of *competence* and *competency*. *Competency* is a predetermined norm for the educational training of a student, which is necessary for effective, productive activities in a particular area. *Competence* is a set of personal qualities of a student, depending on the experience of his activities in a particular socially and personally significant area. In other words, this term refers to the fact that the student has the appropriate competence and an individual approach to his topic.

Cognitive competence-the further development of general and special reading skills that allow the use of the studied language in order to continue education and self-education, improve educational activities for mastering a foreign language and increase its productivity. It is necessary to familiarize students with the available ways and means of independent learning of languages and cultures, including using new information technologies [1].

Cognitive competence is one of the most important competencies. Cognitive competence is a set of competencies of a student in the field of cognitive activity, which he implements himself.

It includes elements of logical, methodological, general educational activities associated with specific cognitive objects. This includes knowledge and skills in the organization of goal setting, planning, analysis, reflection, self-assessment of cognitive activity. The degree of formation of educational and cognitive competence largely determines the quality of the student's learning outcomes.

Cognitive competence includes skills:

1. setting goals and organizing their success.

2. Organization of planning, analysis, reflection, self-assessment of their educational and cognitive activities;

3. ask questions about observed facts, find the causes of phenomena, identify misunderstandings or misunderstandings regarding the problem under study;

4. setting cognitive tasks and putting forward hypotheses: choosing the conditions for conducting observations or experiments; choosing the necessary instruments and equipment, mastering measurement skills, working with instructions; describing the results, formulating conclusions;

5. oral and written speech about the results of their

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research, the use of computer tools and technologies;

6. there is experience in perceiving the image of the world [4].

An important condition for the development of cognitive competence is the formation of students ' motivation. Primary school, being the initial stage of education, lays the foundation for general learning skills in educational and cognitive activities, forms competencies that form the basis of lifelong education. In order to further improve this acquired knowledge, each student must have an important, personal competence that is cognitive competence.

For the development of cognitive competence, it is mandatory to use modern methods and technologies. In this regard, the use of the technology of integrated learning of the subject and language – CLIL (Content and Language Integrated Learning). CLIL is one of the most popular and productive ways to learn a foreign language.

The term CLIL was first used in 1994 by D. Marsh. According to D. Marsh, integrated subject-language learning (CLIL) can be spoken in cases when disciplines or certain topics within disciplines are studied in a foreign language and two goals are pursued: the study of the content of this discipline and the simultaneous study of a foreign language [6]. In modern European Scientific and methodological literature, more than 40 definitions of CLIL are used. For example, the European Commission CLIL is considered as a concept that acts as a means of teaching a foreign language. In our opinion, the definition of D. Marsh is explained in more detail,that is, he says that CLIL is aimed at achieving two goals: learning a foreign language at the same time, studying the content of the academic discipline. In a broad sense, CLIL is a didactic method aimed at the formation of linguistic and communicative competencies in English in the same learning context in which students develop and develop general educational knowledge and skills in their native language. The main goal of the CLIL method is not only to learn new information, but also to be able to apply it in real life.

Culture is also an important part of CLIL: cultural awareness of ourselves, the study and understanding of other cultures. We live in a world where communication with representatives of other countries is not uncommon. If people are from another country, then their language is different, and their behavior, and traditions, that is, in general,

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culture. Therefore, for a successful and conflict-free intercultural dialogue, it is necessary to realize that a foreigner has his own cultural values. CLIL allows you to consider, study various cultural aspects, develop the intercultural competence of students, which is so important in today's globalized world. Through CLIL, students develop the ability to see and manage relationships with their culture, values, behavior, as well as predict the meaning of concepts from a foreign language and correlate them with concepts from their native language [2].

The task of CLIL is to explore and uncover the possibilities of intercultural communication, as well as to introduce students to the diversity of cultures. The integration of culture into the curriculum is mandatory in a multicultural world. The study of culture in CLIL lessons is presented in the form of situations that can occur with students in the real world: communication with representatives of different groups and strata of society, self-identification, civil duties and rights of students, acquaintance with cultural values of representatives of different cultures and peoples.

A learning system using CLIL technology based on the integration of 4 main components of CLIL, such as Content (Subject Content), Communication (Communication), Cognition (Cognition), Culture (Culture) was developed by Professor D. Coyle in 1999. It is called the 4C-framework, it implies combining the study of subject content and language within a certain context, situation, which determines the interaction of the following components in the lesson:

1. Content – the subject or topic on which the curriculum of the discipline is based (history, mathematics, geography, economics, etc.).
2. Communication – the language with which we study the subject and which we master in the learning process.
3. Cognition – mental operations that help to understand and realize the reality around us.
4. Culture – how we interact with reality, apply our knowledge and skills in life [7].

In CLIL, a foreign language is considered as a basic, basic skill (core skill), the possession of which at a high level allows students to develop professionally-oriented communication skills and abilities. Such an understanding of CLIL is key in light of the changes taking place in the field of education and in society as a whole, due to the rapid

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development of information technologies and the processes of globalization and internationalization. There are a number of reasons why CLIL has a high motivating potential, namely:

– the need to study the content of the discipline, that is, the use of meaningful content, motivates students to improve their level of proficiency in a foreign language;

– a lexical approach is used, thanks to which students notice and analyze language structures and lexical units, for example, while reading a text;

– there is immersion in the language environment, as well as awareness of the importance of one's own achievements in the learning process;

– the content of the academic discipline is of particular importance, while in other methods of teaching foreign languages, the content of the academic discipline serves as an illustration of the studied language structures; [4]

The teacher should fully take into account the language development of the student, his experience, as well as his understanding of a particular topic. In these conditions, he can engage with students in activities in which cognitive skills and skills of the highest order are developed, but contextual support can be provided as necessary. It is relatively easy to choose the subject content, it is difficult to understand how to teach it. Learning content is more effective when students' cognitive abilities are well developed. Therefore, CLIL teachers need to actively involve students in the learning process: to help them realize what they are learning and how to make the most of it.

E.I.Stepanova [8] notes that cognitive competence is carried out in a sequence corresponding to the following three stages.

The first stage (basic level) is the stage of accumulation of information, at which it is remembered, stored and transferred from short-term memory to long-term memory. There is a primary mental processing of the original information.

The second stage (middle level) is the processing of information using logical operations and conceptual systems (signs, symbols, tables, etc.).

The third stage (high level) of transformation and evaluation of information occurs at the level of creative thinking, which includes hypotheses, search and selection of possible assumptions, implementation in practice using various means of activity.

Using the stages in the formation of cognitive competence

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indicated by E. I. Stepanov, we can form cognitive competence of students with the development of foreign learning through training in combination with CLIL technology.

The introduction of various types of communication with the use of innovative technologies, the expansion of the creative and scientific potential of students ensures the formation of a linguistic personality capable of expressing itself in modern society. In Kazakhstan, innovative methods are gradually introduced into the innovative education system and are aimed at achieving new innovations in the educational environment, which will allow us to grow a new competitive generation in line with the times.

The use of subject-language integration technology, taking into account all factors in an appropriate way: to significantly increase the motivation of students to learn foreign languages, to teach them to consciously and freely use a foreign language in everyday communication; expansion, knowledge and acceptance of other cultures and values; preparation of students for continuing education in the chosen specialty; development and improvement of cognitive competencies through teaching a foreign language.

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