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The methodology of the interconnected course programmes as an effective form of content and language integrated learning in higher education

This article substantiates the need to develop innovative educational methodologies taking into account the current trends in the transformation of the educational paradigm. The relevance of the study is associated with the new requirements for the professional competence of a university graduate. The article specifies the global trends in society changes influencing the functioning of modern universities and describes the principles universities apply to course programmes design. Innovative methods of bilingual education used by foreign universities are analyzed. The main approaches to teaching based on the bilingual education are characterized. The authors' own methodology of the interconnected course programmes used in higher education is described. The analysis of the results of the introduction of the interconnected course programmes methodology into the educational process of the Novosibirsk University of Economics and Management is presented.

Keywords: innovative teaching methods, interconnected course programmes, content and language integrated learning, bilingual education.

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Технология сопряженных учебных программ как эффективная форма предметно-языкового интегрированного обучения в высшей школе

В настоящей статье обоснована необходимость разработки инновационных методик с учетом текущих тенденций трансформации образовательной парадигмы. Актуальность тематики статьи связана с новыми требованиями, предъявляемыми к профессиональной компетенции выпускников вузов. В статье перечислены глобальные тенденции изменения общества, влияющие на функционирование университетов, и описаны принципы высшего образования в рамках изменения учебных программ. Анализируются инновационные методики на основе двуязычного обучения, применяемые зарубежными университетами на уровне междисциплинарного подхода. Охарактеризованы основные подходы к обучению на основе двуязычного обучения. Описана авторская технология сопряжённых учебных программ, применяемая в высшем образовании. Представлен анализ результатов внедрения технологии сопряженных учебных программ в учебный процесс Новосибирского университета экономики и управления.

Ключевые слова: инновационные методы обучения, сопряженные учебные программы, контентно-языковое интегрированное обучение, двуязычное обучение.

Today, thanks to the world processes of globalization, internationalization and universal integration, Russia is an important part of the world economy, which means strong competition in all sectors. It is obvious that the basis of

the country's competitiveness is the economic and social modernization of society, which is based on the system of vocational education, since the modernization of society increases significantly with an effective system of education. The relevance of this study is associated with the

increasingly high requirements that the modern world imposes on the professional competence of specialists of various fields. It is the system of higher professional education that guarantees a new quality of human resources and the conditions for their further capitalization. In response to the changes taking place in the modern world, universities need to determine how they can help society adapt to new realities. At any time, universities have played and continue to play a decisive role in the formation of knowledge, training, and dissemination of information, but the exact focus of their activities varies depending on the circumstances and the time. Today, due to the increased globalization and the development of the information society, it is necessary to understand and realize other skills and guidelines for the university graduates. Therefore, today it is more important than ever before to modernize the institute of higher education and the processes taking place in it. Improvement of the quality of vocational education and modern educational standards, designed on a competence-based approach, require the development of a new system of educational, cognitive, pedagogical, methodological activities, the search for effective technologies of vocational education and the creation of the conditions for their implementation in the educational process.

This article reflects on the results of the development and implementation of the methodology of interconnected course programmes as a form of innovative educational methodology of content and language integrated learning (CLIL) in order to form the communicative competence of a university graduate, substantiation of the advantages of this technology and evaluation of the proposed educational methodology. The methodological basis of the presented approach is the system and competence-based approaches. The system approach allows us to look at any phenomenon under the study as a unified system consisting of components in hierarchical relationship with each other. In its turn, the competence approach relies on presenting the learning outcomes as a list of formed competencies. The following research methods were used in this work: modeling, experimental work, pedagogical observation, questionnaires, testing, and expert evaluation.

Responding to the modern challenges of the society transformation, universities in their activities should reflect the following global trends:

- the growing need for highly qualified workers is a global trend that is not limited to economically developed societies;
- the growing need for specialized technical skills of employees - today higher educational institutions are required to develop social and professional practical skills in their students while maintaining the traditional scientific approach;
- the need for a flexible approach — moving away from traditional template professional solutions and the

requirements of compliance with new competencies forces universities to increase the number of different learning opportunities, develop new approaches to teaching, integrate new teaching methods;

- quality orientation — all the above mentioned trends suggest a new approach to the quality of higher education. The need to provide educational services that meet the social demand, the expectations of society, the requirements for changing programs, evaluating the results of the learning process leads to the use of new formats for quality control and evaluation.

The educational reforms taking place in European countries, focusing on the above trends, involve modification of the content and organization of curriculum. As to the content, the emphasis is on the formation of students' multifunctional skills and competencies. New skills and competencies give students, along with knowledge of the subject, the opportunity to cope with various professional situations and achieve their goals in different cultural environments. The following important principles of higher education are taken into account as a part of the content of the curriculum [15]:

Employability should ensure the connection of higher education with practical skills, since higher education based on theoretical knowledge does not meet the requirements of the professional environment.

Internationalization of education makes it possible to promote international mobility, increase the competitiveness of both educational institutions and their graduates. Internationalization requires academic compatibility of curriculum and achievements, the development of foreign language competencies and intercultural communication skills.

Restructuring of educational programs should be aimed at creating step-by-step education programmes, interdisciplinary training programmes, increasing various learning opportunities (modular courses, online education, distance learning, bilingual, etc.). Therefore, universities are in search of new methodological approaches and are developing innovative educational programmes in an attempt to get away from traditional educational formats.

Quality control should guarantee a certain standard of higher education based on two new approaches. The first one is that quality standards are determined not by governments, but by universities themselves, the second is that universities should make traditional quality standards clear and transparent.

As a result of the described processes, a new model of the university is being formed. Its design, content, implementation and further development is based both on the experience of the world's leading universities in the field of systemic transformations of higher education, and on the experience of changing individual principles of the implementation of educational programmes, methodological approaches, and the implementation of innovative educational projects.

Let's turn to the experience of foreign universities in the field of restructuring educational programmes in order to introduce an interdisciplinary approach to teaching and develop foreign language competence. As mentioned above, the internationalization of education and the increase of academic mobility, which require university graduates to possess the skills of interlingua communication in order to be competitive in the labour market, attract special attention to the development of language competence. Therefore, teaching a foreign language in higher education should contribute to the development of a new set of competencies. This requirement is reflected in the Federal Law On Education in the Russian Federation [10], the National Doctrine of Education of the Russian Federation until 2025 [3], the Federal State Educational Standard of Higher Education [10], as well as in the National Project Education [3], which is among the priorities. According to the passport of this project and the federal project Export of Education until 2024 [12], the process of internationalization of Russian education is understood as increasing the competitiveness of educational institutions of higher education through the organization and implementation of international programs in English and the development of academic mobility of students. The approximate foreign language programme for non-linguistic universities and faculties recommended by the Ministry of Education of the Russian Federation indicates the need to build foreign language teaching on an interdisciplinary basis. When analyzing the range of the advanced and innovative methods actively implemented by foreign universities within the framework of an interdisciplinary approach to learning, a number of methods based on the principles of bilingual education are highlighted. Among the generally recognized methods, three main approaches can be distinguished: 1) LSP — Language for Specific Purposes; 2) EMI — English as Medium of Instruction; 3) CLIL — Content and Language Integrated Learning. The listed approaches differ in the subject content, the volume of professionally oriented material, the degree of its integration with a foreign language, as well as the methodological dominant of foreign language education. Each of the approaches is implemented on the basis of certain teaching methods, characterized by subject content, forms and means of teaching. Within the framework of a specific approach, various learning models can be developed [1;2;7].

The term LSP originated as an approach in teaching languages for special purposes. In English-speaking countries, the theoretical justification of the LSP approach, its provisions regarding the general vocabulary of the national language were formulated in the works of R. MacKay [17], J. Munby [19], P. Strevens [20], T. Dudley-Evans [14]. The main provisions of the LSP approach were listed in the book by T. Huntington and A. Waters "English for Specific Purposes: a learner-centered approach" [16]: the thematic component of the training content is determined by the field of professional activity of students and the need to

communicate on professional topics; the main purpose of training is the formation of linguistic competence (professionally oriented vocabulary, the use of specific language forms, syntax, structural organization of professional discourse). In our opinion, this method is primarily a method of teaching a foreign language, in particular the professional lexical layer, and does not aim at deep mastering of the thematic plan of theoretical professional disciplines.

The next approach to language teaching is the use of a foreign language as a means of presenting information on specialized subjects — English as a medium of instruction. With this approach, the subject content is the key element of the learning process. This approach requires a high level of foreign language competence, both for students of non-linguistic areas of training and content teachers, since a foreign language acts exclusively as a means of learning and teaching various disciplines. The lack of language competence affects the quality of mastering the discipline and, ultimately, the overall level of professional training of a university graduate.

Another approach is content and language integrated learning (CLIL). It is based on the principles of internationalization and professional orientation and the expected result of its implementation is the acquired competences in both the content and the language. The term CLIL was introduced into scientific use by David Marsh in 1994. Marsh defines CLIL as a two-way purposeful educational approach involving the study of a subject with the help of a foreign language and the study of a foreign language through a subject. CLIL is also considered as an umbrella term for a variety of approaches, methods and programmes, the unification of which is a component of teaching subject content using one or more additional languages [18]. It is obvious that by its didactic content, CLIL approach is much broader than teaching a foreign language for special purposes, and can be used in a much larger list of contexts. On the other hand, with the CLIL methodology, a foreign language acts both as a learning goal and a means of mastering the subject component, that is, when using this methodology, two goals are simultaneously pursued: the study of the content of this academic discipline and the simultaneous study of a foreign language. The application of this approach, on the one hand, makes it possible to increase the effectiveness of teaching a minor discipline (Foreign language) by linking it to a major professional discipline, and on the other — to expand and deepen the mastered professional content through original materials in a foreign language, at any level of a foreign language knowledge and without the need to increase the instructor-led hours.

Currently, in Russia, the implementation of the methodology of content and language integrated learning is at the stage of formation. Unlike the European experience, where the use of the CLIL approach is widespread, primarily in secondary education, in Russia this approach is most often implemented in higher education programmes at

the bachelor's, master's and Doctorate levels. Currently, there are a number of studies whose authors have developed their own models for the implementation of this approach. Attempts to implement the principles of CLIL are carried out on the basis of Tomsk Polytechnic University, which systematically is engaged in teaching a foreign language for professional communication [8], the Russian Presidential Academy of National Economy and Public Administration, Derzhavin Tambov State University, where the tandem method was developed and applied [7], Novosibirsk State Pedagogical University, where the integration of laboratory and practical classes in the disciplines "Geography of soils with the basics of soil science" and "Foreign language" is carried out on the basis of developing cases with educational materials and joint classroom work [1;2] and in many other Russian universities. The experience of the Russian universities in the application of CLIL is very different and in most cases includes the practice of joint activities of teachers of a foreign language and professional disciplines.

Let's turn to the experience of implementing the CLIL approach in the Novosibirsk State University of Economics and Management, where this approach has been modernized by the development and application of the methodology of interconnected course programmes (ICP). The methodology is one of the forms of effective implementation of the CLIL approach in higher education. The key idea of the proposed methodology is that the content and language are taught by a subject teacher (in the described case, by the specialist of economics) and a language teacher (in the described case, by the specialist in linguistics) and is carried out as an interdisciplinary project. The course of Economics is implemented as a joint project of the two departments of the university. The project supposes the content integration of the two higher education courses — Economics and Foreign Language.

The ICP methodology was first proposed by G. Lyaskin, and further developed by L. Afanasyeva in 2016. First the methodology was implemented in the Novosibirsk State University of Economics and Management in the academic year 2016/17 as an experiment. Analysis of the effectiveness of training conducted in the groups participating in the experiment allowed us to demonstrate the high efficiency of the proposed methodology. The successful testing of the ICP approach made it possible to introduce it into the number of course programmes of various disciplines — financial, mathematical, and legal.

We should also mention the lack of bilingual course books on Economics. The use of special educational materials is a necessary condition for the successful implementation of bilingual programmes in higher education. There are only few course books which include information on Economics and are aimed to improve the competencies of professional English. In particular, the course book by Ya. Petrishina and others [5] is targeted at first and second year bachelor students and contains the necessary

elements to develop the skills both in the subject and the foreign language: authentic texts, vocabulary exercises, questions to check the understanding of the content, etc. The course book by S. Sheveleva "English on Economics" [13] combines authentic texts on Economics, professional vocabulary with grammatical and phonetic exercises that allow you to advance in learning English. The course book by N. Rozanova [6] is much appreciated, because it contains the up-to-date information on several subjects, which form the basis for the training of professional economists: micro and macroeconomics, mathematics, finance, etc. However, there is a serious limitation in the use of the mentioned course books as a tool for teaching Economics. All of them are designed for learning English, the didactic focus is on the development of competence in language, not in Economics. For this reason, the authors of the methodology developed the complemented electronic courses on the Moodle platform. The e-courses have a common structure, present the same themes and are intended to be used by students involved in the bilingual education. Of particular importance are such English-language elements as a terminological glossary on Economics, a dictionary, containing translation of economic vocabulary, fragments of lectures in a foreign language, video lectures, tasks (both in English and Economics), lexical tests.

ICP is an innovative educational methodology, which requires justification and scientific proof of the effectiveness of implementation. In this regard, it is worth mentioning that the ICP was not invented from scratch, its developers relied on the methodological principles of CLIL, therefore inherits the internationally recognized significance, assessments and results of the latter. At the same time, to substantiate the effectiveness of the application of the methodology in a specific subject field in a particular university, complex measurements of the learning outcomes in experimental groups of students were carried out. Among them are: English language knowledge test at the beginning of the course and at its completion, an economic vocabulary test, a survey of students. The authors used the self-developed tests and the questionnaire.

The analysis of the students' survey was of crucial importance in substantiating the effectiveness of the ICP methodology at the implementation stage. The purpose of the survey is to collect the opinions of students about the teaching process based on bilingual instruction and the results of studying Economics partly in English. The research method is an anonymous questionnaire, asking participants to choose from the five given options.

The first-year students (total 51 people) from among those who took part in the bilingual project during the academic year 2016-2017 participated in the survey. The number of respondents is 74 % of the total number of the students involved in the project, which confirms the representativeness of the sample and the reliability of the information.

In this article it is advisable to provide a statistical summary of the most informative questions.

When answering the question: "assess the degree of difficulty of studying Economics in two languages," only 2 % of the students found the bilingual programme extremely difficult. The vast majority of students (80 %) regarded the bilingual programme as quite comprehensible in terms of complexity, but more time-consuming. Moreover, more than a third of respondents believe that Economics taught in two languages is not a more complex subject than other subjects they took during the 1st year. When assessing the benefits of studying Economics in two languages for the future career, most of the respondents agreed that studying Economics in a bilingual format is very effective compared to other subjects. At the same time, almost a quarter of respondents did not appreciate such an experience highly enough. More than a half (55 %) of respondents think that studying English through Economics is very effective, 45 % do not show much interest in learning English through Economics. No more than a half of the respondents expressed their readiness to continue studying other disciplines in the bilingual format. A fourth part of the project participants expressed their reluctance to continue studying in such a format.

The fundamental question, the answers to which allow us to uniquely identify the need for the implemented ICP educational methodology, was the following: "Turning back, would you prefer to study Economics only in Russian?". It turned out that about a fourth of all students (26 %) would prefer to study economic theory only in Russian. The bilingual project would again be chosen by 63 % of students. For planning future educational trajectories, it is important to find out that the first-year students have a high (53 %) interest in professional certification of foreign language proficiency. This can serve as a reliable evidence of the need for the development of language competencies.

Based on the results of the analysis, general conclusions are made that allow us to characterize the results of the introduction of ICP methodology into the course programme for Economics for the first-year students of the Novosibirsk University of Economics and Management.

- The majority of participants positively assessed the methodological approach and personal results of studying Economics in the bilingual format.

- With an average intermediate English language level of students, bilingual education turned out to be comprehensible for most of them.

- The vast majority of participants highly appreciated the bilingual format of lectures on Economics, but there are comments on the planning of lecture time.

- Most of the project participants express a desire and willingness to study using bilingual methods during the next years in university, but in the first year the transition to a foreign language in proactive forms (course papers, seminars) is premature.

- The interest in academic English has increased significantly during the participation in the project, so that more than a half of the project participants are ready to prepare for international certification.

It is obvious that professionally significant themes studied partially or completely in a foreign language increase the motivation of students in studying not only a foreign language, but also professional subjects, allow them to form various competencies included in the list of required learning outcomes of the basic educational programmes. Thus, the use of the CLIL method in higher education makes it possible to implement an interdisciplinary approach and makes it possible to form competencies in the field of foreign language communication and professional training of a graduate of a higher educational institution. The practice of applying this approach allows us to ensure a high level of mastering a foreign language in the field of future profession and increases the level of mastering professional knowledge. The described methodology is connected with the modernization of the content of education, the optimization of methods and technologies of the organization of the educational process, as well as with the rethinking of the purpose and outcomes of education. This allows universities to realize their main educational function, reflecting the above global trends, namely, to improve the qualifications of their graduates, develop their professional practical skills, increase the number of different training opportunities, apply innovative teaching methods and improve the quality of education, which inevitably leads to an increase in the employability and competitiveness of a university in the labour market.

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НОВОСТИ

Концепция казачьего образования и преподавания истории казачества в школах стали темой круглого стола в Совете Федерации

На заседании круглого стола «Правовое обеспечение развития системы непрерывного казачьего образования в Российской Федерации» подняли такие вопросы, как разработка концепции казачьего образования и кадетского казачьего образования, методические рекомендации по составлению учебных планов и взаимодействию казачьих образовательных учреждений с другими вузами, культурными и общественными организациями, а также концепцию преподавания истории в школах.

Перечисленные мероприятия осуществляются в рамках созданной постоянной комиссии по научно-исследовательской работе Совета при Президенте Российской Федерации по делам казачества, которую возглавляет Министр науки и высшего образования Валерий Фальков. В мае этого года при комиссии была создана Ассоциация казачьих вузов, реализующих казачий компонент.

Значимость создания данной ассоциации отметил казачий генерал, атаман Всероссийского казачьего общества Николай Долуда. По его словам, это, среди прочего, позволит выполнить задачу, которую поставил Президент России в Стратегии государственной политики в отношении российского казачества — готовить кадры для казачьих обществ.

Также во время заседания круглого стола был поднят вопрос о подготовке единой концепции преподавания истории российского казачества. На данный момент она уже разработана и в ближайшее время будет представлена и утверждена на встрече Ассоциации казачьих вузов.

Кроме того, Елена Дружинина обратила внимание на то, что рабочей группой, созданной в рамках Федерального агентства по делам национальностей, подготовлен к рассмотрению Государственной Думой законопроект «О развитии российского казачества».

«Его принятие позволит конкретизировать Дорожную карту по реализации стратегии развития казачьего образовательного компонента в организациях высшего образования, которая разрабатывается с участием членов Ассоциации казачьих вузов», — подчеркнула замминистра.

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