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## **THE ROLE OF PEDAGOGY AND PHILOLOGY IN DEVELOPING EFFECTIVE FOREIGN LANGUAGE TEACHING METHODOLOGIES**

**Annotation.** This article examines an interdisciplinary approach to foreign language teaching based on the integration of pedagogical and philological methods. Special attention is given to the implementation of the Content and Language Integrated Learning (CLIL) methodology, which aims at the simultaneous acquisition of subject knowledge and language skills. An experiment conducted among non-linguistic students showed a statistically significant increase in linguistic, communicative, and cognitive competence. The article presents the methodology, stages, and results of the study. It also discusses the prospects of integrating and digitalizing such methodologies in higher education.

**Keywords:** interdisciplinary approach; CLIL; pedagogy; philology; cognitive competence; foreign language; experiment.

### *Introduction*

Modern language training in universities requires not only proficiency in lexicogrammatical skills but also the development of transversal skills, professional communication, and critical thinking. The challenge of improving the effectiveness of foreign language teaching in non-linguistic institutions is addressed through the introduction of interdisciplinary methods, in which pedagogical principles and philological content play a crucial role [1], [2].

The CLIL methodology (Content and Language Integrated Learning), first introduced by British researcher David Marsh in the late 20th century, enables the integration of subject and language learning, making the process of acquiring a foreign language more functional and meaningful [3]. International scholars such as Coyle, Hood, and Marsh identify four key components in CLIL: Content, Communication, Cognition, and Culture, which together foster the development of complex competencies in learners [6]. Philological knowledge ensures the authenticity and cultural richness of content, while pedagogical principles help design an effective learning trajectory [4], [5].

### *Theoretical Foundations*

Philology within the interdisciplinary approach serves to enrich language material with linguistically and culturally significant content. Special attention is paid to semantic accuracy, structural coherence, and stylistic appropriateness of texts used in the learning process [6].



Pedagogy provides the framework for organizing the educational process—from goal setting to reflective assessment of results. The use of active methods (case studies, debates, project work) and activity-based approaches (learning through action) activates students' cognitive and emotional-motivational spheres [7].

#### *Materials and Methods*

The experimental part of the study was conducted in 2023–2024 at the Samara State Academy of Social Sciences and Humanities. A total of 60 students from the following majors participated: History, Philology, Social Work, and Information Technology. They were divided into a control group (n=30) and an experimental group (n=30). The control group studied using a traditional communicative approach, while the experimental group engaged with:

- CLIL modules on topics such as “Media and Culture,” “Digital History,” and “Human Rights”;
- authentic texts (English-language articles, reports, interviews);
- discussions, role-plays, written projects, and reflective essays.

To assess effectiveness, pre- and post-tests (based on CEFR scale), motivation surveys, and expert evaluations of projects and oral presentations were used. Statistical analysis was conducted using Student's t-test ( $p < 0.05$ ).

#### *Results*

##### 1. Linguistic Competence.

In the experimental group, 48% of students improved their foreign language proficiency from B1 to B2 (average score increased from 62.1 to 86.3), while in the control group, only 23% achieved this improvement (score increased from 63.4 to 74.2) [3], [8].

##### 2. Communicative Skills.

Expert assessments of public speaking showed an increase in confidence, argumentation, and fluency: the average score rose from 70 to 92 points on a 100-point scale.

##### 3. Cognitive Activity.

Analysis of written tasks revealed better logical structure, argumentation, and independent thinking. Students effectively used and operated with terminology in discussions [5], [7].

##### 4. Motivation.

Surveys indicated an increase in learning motivation among 83% of students in the experimental group, compared to 58% in the control group [1].

#### *Discussion*

The results confirmed that the combination of pedagogical strategies and philological resources within the CLIL framework contributes to:

- 6.1 the development of stable language and professional skills;
- 6.2 enhancement of critical thinking and cognitive flexibility;
- 6.3 increased learning motivation and students' self-evaluation [2], [6], [8].

International studies also show that CLIL promotes the development of academic language and professional competence, which is especially important for training specialists in the context of globalization [1], [3], [4].



The implementation of digital CLIL modules is particularly promising, as it allows for the adaptation of difficulty levels, task types, and subject focus [3], [9].

The CLIL (Content and Language Integrated Learning) methodology is increasingly gaining popularity in Russian higher education as an effective approach to integrating foreign language learning with subject content. The implementation of CLIL contributes not only to the development of language competence but also to professional skills, critical thinking, and interdisciplinary connections, which are especially important in the context of globalization and international academic mobility [13].

Significant experience in applying CLIL has been accumulated in Russian universities. For example, at the Faculty of History and International Relations of Bryansk State University named after Academician I. G. Petrovsky, the course “History of European Civilizations” has been successfully conducted in a foreign language for over five years. The teaching is carried out in a monolingual CLIL format, which allows focusing on developing students’ language skills and cognitive abilities. High levels of motivation and student engagement confirm the effectiveness of this approach [10].

At Tomsk Polytechnic University, CLIL has been introduced in engineering programs, where students study specialized subjects in English using multimedia resources and project-based learning. The experience at TPU demonstrates that CLIL facilitates successful professionalization and expands students’ opportunities in the international labor market. The university actively promotes “teaching tandems,” where subject and language instructors collaborate, enhancing the quality of education [11].

At the Samara State Academy of Social Sciences and Humanities, we have also conducted an experiment integrating CLIL modules into the training of non-linguistic students. The use of authentic texts, discussions, and project assignments within topics such as “Media and Culture,” “Digital History,” and “Human Rights” showed significant improvements in students’ linguistic, communicative, and cognitive competencies, as well as increased motivation to learn a foreign language [12].

Despite positive outcomes, the widespread adoption of CLIL in Russian universities faces several challenges: a shortage of qualified instructors proficient both in the language and subject matter, the need to adapt teaching materials to students’ language proficiency levels, and methodological training for teachers combining language and content instruction [13]. In this context, philologists play a key role in ensuring linguistic accuracy and cultural relevance of the content.

Digital technologies open new opportunities for the development of CLIL. Online platforms (such as Moodle and Canvas) and interactive applications (Quizlet, Kahoot!) enable the creation of adaptive and engaging learning environments that foster active student involvement. Virtual laboratories and simulators provide safe spaces for practical application of knowledge, which is particularly important for technical disciplines. Moreover, artificial intelligence systems (e.g., Duolingo for Schools) help personalize learning and monitor student progress effectively [14], [15].

Thus, the successful development of CLIL in Russian higher education requires a comprehensive approach, including teacher training, adaptation of educational materials, and active use of digital technologies. Interdisciplinary collaboration between educators and philologists, along with consideration of national and cultural specifics, ensures the sustainability and prospects of this methodology.

### *Conclusion*

The experiment demonstrated that integrating philological and pedagogical principles in university-level foreign language instruction significantly improves its effectiveness. The CLIL methodology fosters the development of linguistic and cognitive competence, professional thinking, and interdisciplinary connections. Further progress in this area is associated with the digitalization of educational modules and the creation of personalized learning trajectories based on interdisciplinary approaches.

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### **ШЕТ ТІЛДЕРІН ОҚЫТУДЫҢ ТИІМДІ ӘДІСТЕМЕЛЕРІН ҚАЛЫПТАСТЫРУДА ПЕДАГОГИКА МЕН ФИЛОЛОГИЯНЫҢ РӨЛІ**

**Аңдатпа.** Мақалада шет тілін оқытудың пәнаралық тәсілі қарастырылады, ол педагогикалық және филологиялық әдістерді біріктіруге негізделген. Ерекше назар пән мен тілді кіріктіріп оқыту әдістемесіне (CLIL) аударылған, бұл бір мезгілде пәндік білім мен тілдік дағдыларды меңгеруге бағытталған. Тіл мамандығы емес студенттер арасында жүргізілген эксперимент тілдік, коммуникативтік және когнитивтік құзыреттердің статистикалық тұрғыда елеулі өсімін көрсетті. Мақалада зерттеу әдістемесі, кезеңдері және нәтижелері сипатталған. Сонымен қатар, мұндай әдістерді жоғары білім беру жүйесіне енгізу мен цифрландыру мүмкіндіктері талқыланады.

**Кілт сөздер:** пәнаралық тәсіл; CLIL; педагогика; филология; когнитивтік құзыреттілік; шет тілі; эксперимент.

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### **РОЛЬ ПЕДАГОГИКИ И ФИЛОЛОГИИ В РАЗРАБОТКЕ ЭФФЕКТИВНЫХ МЕТОДИК ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ**

**Аннотация.** В статье рассматривается междисциплинарный подход к обучению иностранным языкам, основанный на интеграции педагогических и филологических методов. Особое внимание уделяется внедрению методики предметно-языкового интегрированного обучения (CLIL), направленной на одновременное освоение предметного содержания и языковых навыков. Эксперимент, проведённый среди студентов неязыковых специальностей, показал статистически значимый рост языковой, коммуникативной и когнитивной компетентности. В статье представлены методология, этапы и результаты исследования. Также обсуждаются перспективы интеграции и цифровизации подобных методик в системе высшего образования.

**Ключевые слова:** междисциплинарный подход; CLIL; педагогика; филология; когнитивная компетентность; иностранный язык; эксперимент.