

Modeling of Teaching Content in a Foreign Language at the University Based On Clil Approach.

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- **Abstract:** This article is devoted to an actual and still debatable problem in modern pedagogy, the problem of using the CLIL approach in foreign language education. Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. The implementation of this approach focuses the pedagogical process on the use of a foreign language in educational and cognitive activities in a nonlinguistic subject area, supports to a deeper understanding of scientific concepts, contributes to the full immersion of students in a foreign language educational environment, develops students' skills in the use of an academic foreign language. The article defines the concept of "Subject Intercultural Communicative competence of a student" as an integrative characteristic of a personality, including the ability and readiness of students to use a foreign language for educational and cognitive activities in the subject area, which consists of three components: cognitive, academic, and linguistic. A model of teaching content in a foreign language based on CLIL approach has been developed, scientifically substantiated, and implemented in the educational practice of the University, it includes target, content, procedural, and performance-evaluation components.
- **Keywords:** Language Integrated Learning, scientific concepts