

PEDAGOGY

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Teaching the vocabulary of Chinese through the integrated learning (CLIL) intermediary language

The purpose of this study is to consider the approach of subject-language integrated education from the point of view of its use in the educational system of a pedagogical university. The scientific novelty of the study consists in analyzing the pedagogical potential of this approach when teaching students of a pedagogical university with two foreign languages – Chinese and English. The result of the study is the creation of a methodological block aimed at studying the vocabulary of the Chinese language through the use of the CLIL approach.

Key words: high school, pedagogical education, subject-language integration, CLIL, teaching vocabulary, Chinese, English.

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