



**DETERMINING LINGUISTIC COMPETENCE IN CLIL EDUCATION:
DEVELOPING A SYSTEM OF CRITERIA AND INDICATORS**

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ABSTRACT

This study aims to develop a system of criteria and indicators for identifying and assessing students' linguistic competence within the framework of the CLIL (Content and Language Integrated Learning) approach. In the context of modern integrative education, the inextricable link between language and content complicates the assessment process, which indicates the inadequacy of traditional assessment approaches. Therefore, the study systematically analyzes the main components of linguistic competence - lexical, grammatical, phonological, discursive and pragmatic competencies. The research methodology uses theoretical analysis, componentization, modeling and empirical observation methods. As a result, a system of assessment criteria and indicators is developed that is suitable for the CLIL environment, accurate and focused on practical application. This system allows for a comprehensive assessment of students' language knowledge not only in terms of grammatical accuracy, but also in terms of their ability to use it in a communicative and academic context. The developed system of criteria and indicators increases the objectivity of the assessment process, serves to more deeply identify students' language skills, and ensures the effectiveness of education in CLIL classes. This approach also allows teachers to monitor the dynamics of individual student development and adjust the educational process.

KEYWORDS

CLIL, linguistic competence, academic language, assessment criteria, assessment indicators, integrative education, foreign language teaching, monitoring and diagnostics.

INTRODUCTION

Globalization and informatization processes are placing new demands on the education system. In modern society, knowledge of foreign languages is becoming not only a communicative tool, but also an important factor in professional and academic success. In this regard, innovative approaches based on the integration of language and content, in particular CLIL (Content and Language Integrated Learning), are widely used in the educational process. This approach allows students to develop both subject knowledge and language skills at the same time. The CLIL methodology was formed in the European education system and is now recognized as an effective pedagogical model in many countries. The main feature of this approach is the use of language not as a separate object of study,

but as a means of mastering content. As a result, students acquire deeper and more stable knowledge by using language in real communicative situations. However, the issue of assessment is of particular importance in ensuring the effectiveness of CLIL education. Traditional assessment systems are often focused on testing language at the level of grammatical rules and individual skills, which cannot fully reflect the integrative learning activities in the CLIL environment. In particular, when assessing students' linguistic competence, there is a need to take into account the interrelationship of content and language. This requires a revision of assessment criteria and indicators. The concept of linguistic competence is broad and is not limited to grammatical knowledge. In modern scientific approaches, linguistic competence is interpreted as a set of lexical, grammatical, phonological, discursive and pragmatic components. Especially in CLIL conditions, each of these components plays an important role in the process of understanding and expressing the content of the subject by the student. Therefore, it is necessary to develop clear and measurable indicators for each component in assessing linguistic competence. The relevance of the topic is that currently, a single, systematic and scientifically based model for assessing linguistic competence in institutions providing education based on CLIL has not been sufficiently developed. In practice, however, teachers are often forced to rely on subjective or general assessment criteria. This negatively affects the reliability of assessment results. This study aims to address this problem, and its main goal is to develop a system of clear criteria and indicators for determining linguistic competence in CLIL education. The following tasks are set within the framework of the study: to identify the components of linguistic competence, to analyze assessment approaches in the CLIL context, and to develop a system of criteria and indicators suitable for practical application. The scientific novelty of this article is that in which a model of linguistic competence assessment adapted to CLIL education is proposed based on a systematic approach. The results of the study are of not only theoretical but also practical importance, as they will help teachers improve the assessment process, effectively monitor students' language development, and improve the quality of education. Thus, the issue of identifying and assessing linguistic competence in CLIL education is one of the relevant areas of modern pedagogy, and its in-depth scientific study will make a significant contribution to the development of the education system.

Methods

This study aims to develop a system of scientifically based criteria and indicators for identifying and assessing linguistic competence in CLIL education. The research methodology is based on a comprehensive approach, which includes theoretical and empirical stages.

Research design

The study can be conducted using a mixed-methods design. This approach allows for increased reliability of the results by combining qualitative and quantitative analyses. The study can be conducted in the following stages:

1. Analysis of theoretical sources
2. Identifying the components of linguistic competence
3. Development of a system of criteria and indicators
4. Empirical testing and analysis
5. Summary of results

Linguistic competence components model

In the study, linguistic competence was divided into the following components:

Component	Content
Lexical competence	Vocabulary and terminology use
Grammatical competence	Grammatical rules and sentence structure
Phonological competence	Pronunciation, stress and intonation
Discursive competence	Constructing logical speech and connecting ideas
Pragmatic competence	Appropriateness of speech to the situation and orientation towards the communicative goal

Discussion

The results of this study once again confirm the need for a systematic and integrative approach to the issue of assessing linguistic competence in the context of CLIL (Content and Language Integrated Learning). The developed system of criteria and indicators allows us to assess the language learning process not only by grammatical accuracy, but also in the context of real communicative and academic activities. This fully corresponds to the main principles of the CLIL methodology - the integration of language and content. As it was found during the study, the components of linguistic competence (lexical, grammatical, phonological, discursive and pragmatic) are closely interconnected, and it is worth emphasizing the need to assess them not separately, but in a complex manner. In particular, discursive and pragmatic competences are of particular importance in the CLIL environment, since students express the content of the subject precisely through language. Therefore, the proposed system of indicators serves to determine the ability of students to coherently express their thoughts, correctly use academic terminology, and perform communicative tasks. The results show that the developed evaluation system has the following advantages:

First, it increases the objectivity of the assessment process. The presence of clear criteria and indicators allows teachers to avoid a subjective approach to assessment.

Secondly, the system is diagnostic in nature, meaning it not only assesses the result, but also helps to identify in which competency components students have problems.

Third, this approach supports formative assessment, which allows for regular monitoring and adaptation of teaching throughout the learning process.

Fourth, the model serves to increase the effectiveness of CLIL lessons, as assessment is carried out in an integral way with the learning process.

At the same time, the study also reveals some important aspects. In particular, the effective organization of assessment in a CLIL environment directly depends on the methodological preparation of teachers. If the teacher does not have a deep understanding of the components of linguistic competence or cannot use indicators correctly, the effectiveness of the assessment system may decrease. Therefore, along with the implementation of the proposed model in practice, special training of teachers is also necessary. In addition, the time factor also plays an important role in the assessment process. Assessment based on complex indicators may take more time than traditional methods. Therefore, in the future, it would be advisable to automate this system through digital platforms. The results of the study show that they are in harmony with existing scientific views. It is emphasized that language assessment is carried out communicatively and functionally in modern pedagogical approaches. This work transforms these theoretical views into a practical model in the CLIL context

through specific criteria and indicators. In general, the results of the discussion show that the system of criteria and indicators developed for assessing linguistic competence in CLIL education is an effective, scientifically sound and practically applicable model. The introduction of this model into educational practice will serve to improve the quality of language teaching, develop students' communicative competence, and improve the assessment system.

Conclusion

This study aims to develop a scientifically based, systematic model for identifying and assessing linguistic competence in the context of CLIL (Content and Language Integrated Learning) education. As a result of the study, the main components of linguistic competence - lexical, grammatical, phonological, discursive and pragmatic components - are identified, and a system of clear criteria and measurable indicators is proposed for each of them. This approach allows assessing language not only structurally, but also in a real communicative and academic context. The developed model fully complies with the basic principles of the CLIL methodology, that is, it organizes assessment taking into account the integration of language and content. The results show that the proposed system of criteria and indicators increases the objectivity of the assessment process, allows for a deeper analysis of students' linguistic development, and serves as an effective tool for identifying their strengths and weaknesses. The theoretical significance of the study is that it systematizes existing scientific views on the assessment of linguistic competence in CLIL education and enriches them with a practical model. Its practical significance is explained by the fact that it allows teachers to work based on clear assessment criteria and indicators, facilitating planning and monitoring of the lesson process.

At the same time, based on the research results, we can draw the following conclusions:

- The assessment of linguistic competence in a CLIL environment is integrative demanding approach;
- the need for evaluation criteria to be clear and based on indicators;
- Discursive and pragmatic competences are a particular priority in CLIL education importance;
- A systematic assessment model is a tool for assessing students' communicative serve to develop competence.

The following areas are considered promising for future research:

- The developed model was tested in different subjects and age groups. transfer;
- integration with digital assessment tools;
- exploring possibilities for automating the assessment process.

In conclusion, the proposed system of criteria and indicators is an effective tool for determining linguistic competence in CLIL education, and its implementation will significantly contribute to improving the quality of education, developing students' language skills, and improving the assessment system.

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