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INTEGRATION OF ENGLISH INTO THE TRAINING OF CHEMISTS: CURRENT TRENDS AND PROSPECTS

Introduction. In today's globalized world, chemistry is not just a scientific discipline – it is a universal language that connects researchers, educators, and professionals across different countries. English has become the dominant language of science, with the vast majority of scientific publications, conferences, and collaborations conducted in English. Therefore, integrating English into chemistry education is essential for preparing specialists who can effectively communicate, access global research, and contribute to international projects.

This paper examines the role of English in the training of chemistry professionals, students, highlighting innovative approaches such as Content and Language Integrated Learning (CLIL). By examining modern trends in multilingual education, aim to understand how combining chemistry and English enhances students' academic and professional opportunities in a multicultural and multilingual environment.

The aim is the problem of studying and understanding chemical English among students. Despite its significant benefits, teaching chemistry in English can be challenging for students. There is a problem: the most students do not study English well at schools mainly because the teacher does not present the English material well. Therefore, the students are not interested in learning the language.

And the main problems include: complexity of scientific terminology, problems with reading and understanding scientific texts, difficulties with listening and perceiving oral information, psychological barrier when using English, insufficient number of integrated chemistry and English courses.

That's where CLIL comes in. The advantage of CLIL is the simultaneity of the processes of studying the subject with the help of language and studying a foreign language through the subject being taught. After all, the language is no longer separated

from the specialty - biology, physics, chemistry, history, i.e. from another subject and is studied through the content, and the basis of the technology is the subject, not the language (Posudiiivska, 2023).

Therefore, classes using CLIL are often much more interesting than regular classes in a foreign language or lessons in other subjects, and teachers have the opportunity to "use various forms of presenting the material, organizing the work" with an emphasis on the individual and creative activities of students. CLIL not only allows effective communication using a foreign language in different areas of life, but also teaches students to work together, improves all language skills and enriches vocabulary.

All these difficulties, it seems, are the main reason why CLIL is still considered an innovative approach in the Ukrainian education system, and attempts to implement it in many cases resemble a methodological experiment, carried out mainly by specialized educational institutions or on the personal initiative of foreign language teachers. Yes, teacher N. I. Yevtushenko tried to integrate two subjects in her course - "Computer Science" and "English Language". According to the researcher, such integration turned out to be particularly useful and successful, since the combination of professional knowledge in computer science and English gave students the opportunity to "look at English from an informational point of view," and CLIL teaching became an impetus for the simultaneous development of subject and language competencies (Lomaka, 2025).

Conclusions. CLIL is an innovative approach to learning a foreign language, focused on the principle of interdisciplinary integration, which has become widespread in the EU and the USA. Its originality and effectiveness could not fail to attract the attention of Ukrainian researchers, teachers and methodologists. Despite the spontaneity and experimental nature of attempts to introduce the approach into the educational process, CLIL is gradually taking an important place in the methodology of teaching a foreign language in Ukrainian educational institutions.

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