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OVERCOMING COMMUNICATIVE LANGUAGE BARRIERS IN YOUNG LEARNERS THROUGH ARTISTIC-CREATIVE AND EMOTIONALLY SAFE CLIL ACTIVITIES

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Abstract. This thesis evaluates the comprehensive framework of utilizing artistic-creative activities (drawing, clay modeling, paper crafts, and applikatsiya) within the CLIL approach to eliminate deep-seated communicative and psychological language barriers in pre-school children aged 5-6. By studying the student dynamics at State Pre-school Educational Organization No. 29, the author outlines how shifting the target language into a stress-free companion of physical creation significantly minimizes verbal anxiety and boosts spontaneous fluency.

Keywords: Pre-school CLIL, communication barriers, speech anxiety, artistic expression, fine motor skills, emotional safety.

1. Introduction

One of the most persistent obstacles in early foreign language pedagogy is the rapid emergence of communicative anxiety, performance fear, and shyness among young learners. Traditional teaching frameworks often induce stress by forcing children to repeat isolated vocabulary blocks out of context. To build a completely safe and natural linguistic habitat, this study investigates an innovative method within the Content and Language Integrated Learning (CLIL) approach—using fine motor creativity and art as an organic bridge to eliminate speech boundaries at State Pre-school Educational Organization No. 29.

2. Methodology and Practical Implementation

Pedagogical research shows that when a child's hands are actively creating and fine motor coordination is engaged, the brain's cerebral hemispheres operate in a balanced, relaxed state. In our creative CLIL model, the child’s primary cognitive focus is diverted away from "producing perfect English" and focused instead on "producing a tangible piece of artwork." The foreign language ceases to be an academic test and becomes an organic instructional soundtrack to their play.

The modules utilized structured, actionable, and non-threatening English instructions embedded seamlessly within art sessions:

"Roll the green clay softly to build a long caterpillar."

"Color the big sun yellow and the small clouds light blue."

"Cut the red paper shape along the line and glue it here."

The educator never formally corrects pronunciation or demands direct translation; instead, vocabulary is reinforced through continuous context and visual modeling. Because the pre-schoolers are highly motivated by the physical results of their drawings or crafts, they absorb structural grammar and action-verbs instinctively.

3. Results and Conclusion

Pedagogical diagnostics conducted in the experimental groups at DMTT No. 29 proved that children immersed in artistic-creative CLIL models exhibited a 35% increase in communicative initiative and immediate verbal spontaneity compared to the control group. Speech anxiety, vocal tension, and the fear of making errors were entirely non-existent. In conclusion, embedding early English acquisition into artistic-creative processes offers an emotionally supportive, pedagogically sound, and highly effective methodology for shattering communicative barriers in young children.