

**ABOUT FEATURES OF THE IMPLEMENTATION OF MULTILINGUAL
EDUCATION AT THE DEPARTMENT “BIOLOGY” OF NORTH KAZAKHSTAN
STATE UNIVERSITY NAMED AFTER M. KOZYBAYEV**

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The aim of implementation of multilingual education at the Department of Biology is the graduation of biology teachers in 2019, who knows theoretical material and terminology in English, Russian and Kazakh languages. These specialists will be in demand, as at the moment the schools of our region are not fully provided with personnel for teaching biology in English in the senior classes. There are 4 multilingual groups at our department.

Teaching specialized disciplines in English begins on the 1st course of study. The 1st discipline is “Introduction to Biology”. The reason for choosing this discipline for teaching in English was that the information that must be given to students is already familiar to them. In other words, the discipline, in its essence, is a generalization of the school curriculum. This helps to facilitate the understanding of educational material. The volume of discipline is 2 credits: one contact hour for a lecture, a practical lesson and a SSW.

The methodical base of training is CLIL technology or Content and Language Integrated Learning. CLIL has two main aims – Study subject through foreign language and Study foreign language through taught subject.

This approach allows learning in two subjects at the same time, although the focus can be on either a language or a non-language subject. We focus on the understanding of the subject content, not the grammatical structure of the language. Positive is the fact that students pass through a large amount of language material, which is a full immersion in the natural language environment.

It should also be noted that the work on various topics allows students to learn specific biological terms, certain language constructs, which contributes to the vocabulary replenishment and prepares it for further study and application of the knowledge gained.

In conducting classes, we use various teaching aids, in particular electronic books.

The developed electronic books contain:

- course of lectures on discipline;
- materials for practical lessons;
- tasks for student’s self-work;
- collection of tests for current control and exam preparation;
- list of recommended literature to prepare for classes, including pdf-version of textbooks;
- glossary, enabling students to learn the meaning and translation of various terms used in the textbook.

The lecture is a PowerPoint-converted web presentation. A distinctive feature is the availability of fast translation of terms from English into Russian and Kazakh languages. Since the whole process of studying the “Introduction to Biology” discipline is in English, this is very important for those students whose level of knowledge of the language does not allow them to quickly work with text in a foreign language. To translate, just click on the term with the left mouse button. Having read the translation and transcription of the term, the window can be similarly closed to continue the lecture.

For practical training we use the developed interactive block of test tasks. The tasks can be:

- Single Choice (traditional tests with one correct answer);

- Fill the Gaps (tasks for filling passes in sentences);
- True-False (tasks to establish the loyalty / infidelity of statements);
- Crossword (task for creating interactive crossword);
- Multiple Choice (tests with several correct answers);
- Essay.

After completing the task, the program demonstrates to the student the number of points scored and automatically sends the test results with detailed analysis to the teacher's e-mail.

The main advantages of this type of work are:

- students perform all tasks on the computer, there is no need for additional expenses for printing tasks;
- after each test, the student's result is automatically sent to the teacher's mail with a detailed error indication, which allows the teacher not to waste time on checking the work;
- implementation of an objective independent assessment of students' knowledge - the teacher can in no way underestimate or overestimate the assessment, the result is generated by a computer;
- a student cannot copy a question into Google Translate; if a translation of a certain word is necessary, the student needs to print it himself, which allows him to train knowledge of the language, spelling;
- a variety of test items increases the interest of students tired of monotonous paper test forms.

In the credit technology of teaching a special role is assigned to independent work. It is believed that independent work is 75% of the entire educational process. The list of tasks for independent work includes Reading, Writing, Listening and Creative tasks.

Task "Reading" implies reading by students of a previously prepared article on the topic of the lesson, which would allow a wider consideration of the topic. For example, when studying the topic of "Cell Reproduction", mitosis and meiosis are considered at the lecture, but the topics "Amitosis. Polyploidy. Endomitosis" are considered on the SSW. After reading the article, students need to perform a variety of test tasks to check how well the material has been worked out.

Writing is a very common task in the practice of both foreign and domestic teachers. The peculiarity of this type of task is that the student needs not only to select the necessary textual material from various sources, but also to independently process it, to express his own opinion. This type of task is very important, not only because it allows students to learn how to express their own thoughts in written form in a foreign language, but also because it contributes to the development of skills of working with various literature, articles on the Internet, develops the ability to find in a large amount of information that really important.

Listening involves watching videos. This type of task is important, first of all, for students to develop the ability to perceive oral speech in a foreign language. In addition, the video was used for more detailed study of the material. After viewing the students, it is necessary to perform a certain task in order to find out how much they understood the information.

Creative tasks are the most interesting types of assignments that are now common in Russian practice. The range of creative tasks is varied from creating small crossword puzzles to presentations and small videos. The importance of these tasks is that students not only work through the material, but also learn how to create crosswords, PowerPoint presentations, literature, etc., which is very important in preparing the future teacher.

When conducting classes in English, we encountered various difficulties.

First, it is a low level of proficiency in students. With the passage of input testing, students of the group showed a level not higher than A2, i.e. elementary. The initial level is not enough for quick perception of speech or text on slides.

Secondly, a significant problem is the low level of proficiency in scientific terminology in English. The reasons for this is that in schools, biology is taught exclusively in their native language, and the course of vocational-oriented English according to the curriculum is taught in the 3rd year of study.

The consequence of these two difficulties is the third - superficial presentation of the material. The time spent on the explanation of terms, the detailed elaboration of information does not allow in-depth consideration of various aspects of the topic.

Another problem is the time spent on note-taking lectures. However, with the development of an electronic textbook, the need for complete note-taking has disappeared. In the first week of study, students are given an entire course of lectures for an academic period, which they can open both on computers and on tablets and smartphones.

Well and, of course, in addition to difficulties and problems, learning in English has many advantages. It increases the vocabulary of learning, increasing the vocabulary of students, develops culture and intercultural knowledge, thinking skills. Such training also enhances the motivation of the teacher and students, language competence and self-confidence. A lecturer in a foreign language seeks to improve the level of language proficiency and also expands its vocabulary.

Thus, summing up the above, we want to note that the introduction of multilingual education in our department is quite successful. We have good opportunities and means for training teachers of a new formation who can teach not only in the state and Russian languages, but also in English.

References:

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