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IMPLEMENTATION OF MULTILINGUAL EDUCATION ON THE EXAMPLE OF BASIC TERMINOLOGY IN THE SPECIALTY OF BIOTECHNOLOGY

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According to modern standards of higher professional education, a young specialist, a graduate of the Faculty of Biotechnology, must continue his education in foreign universities, research centers and be ready to carry out his scientific activities in a foreign language environment. Due to the fact that the main language of modern research in this field is English, the student should be able to interpret the received foreign language information and adequately reproduce it in Russian or native languages. It is impossible to study, master, develop biotechnologies without knowing the terminology, as a result of which the mastery of terms in the conditions of constantly increasing pace of scientific and technological progress in the biotechnological sphere is of particular importance. Terminology is a source of information, a tool for mastering a specialty. A student who does not know the terminology base in the field of his profession is unlikely to be able to become a

competent specialist, because the communication process will be of high quality only if both sides fully understand each other.

The basic principles of effective teaching of foreign language terminology to students in the direction of "Biotechnology" are considered. Pedagogical, psychological and linguistic principles of teaching are highlighted, such as a personality-oriented approach, integration of subjects, consideration of subjective experience, subject orientation. Their effectiveness is shown for the subsequent creation of a methodology for high-quality teaching of the terminology in question.

Consideration of subjective experience. To use personal experience in the process of cognition and assimilation means to organize educational activities, taking into account personal interests, aspirations and needs. Taking into account the personal experience of students, their feelings and emotions, the choice of topics and texts encourage students to express their own opinions and, consequently, to actively use terminology in communicative activities.

Taking into account the level of readiness of the student. To increase the efficiency of mastering the terminology stock, attention should be paid to the level of training corresponding to the level of development of the student. L.S. Vygotsky writes about this: «The definition of the level of development and its relation to learning opportunities is an unshakable and basic fact, from which we can safely start as from the undoubted» [1]. Taking into account the level of readiness of the student significantly reduces the time of assimilation of special terminological units, and knowledge of the existing language level of the student allows you to determine the correct relationship between the actual level of development and the potential available to the student.

The dynamics of the mental development of the student. According to L.S. Vygotsky, «each student has individual zones of actual and immediate development, reflecting the potential of personality development, which affects the dynamics of mental development and makes it his own for each individual» [1].

Focusing on the knowledge of an average student can have a negative impact on students with a high level of mental development, since their learning rate will be constantly restrained. Conversely, lagging students due to the fast pace of learning may become underachieving and lose interest in studying.

Subject orientation. The science of biotechnology is international. It cannot be imagined without scientific and business communication in English. A future young specialist who speaks a foreign language has a higher chance of getting a position, taking a prestigious position in the company and society. A perspective-oriented foreign language course discards unnecessary vocabulary and includes more functional terminology.

Personal interest of the trainees. It is taken into account when selecting foreign language teaching content, including authentic text and educational audiovisual material, as well as topics for discussion. Recently completed topics in basic subjects, such as cytology, biochemistry, and human physiology, arouse great interest among students. Consequently, the selection of material is based on other courses of the specialty.

Meeting the needs of other specialist subject training courses. The integration of a foreign language and special disciplines is primarily related to their subject correlation and is conditioned by such a quality of a foreign language as non-objectivity [2]. Interdisciplinary connections of a foreign language and profile disciplines allow us to build an English language course in such a way that conditions are created for the transfer of skills and abilities formed in the process of mastering students' communicative competence into professionally oriented educational activities in classes in special disciplines. Special terms acquired when mastering a foreign language integrated into the profile disciplines have a significant impact on the development of professional communication skills and increase the rate of assimilation of terms.

Effective terminology training in the context of communicative speech activity is widely based on informational, emotive, empathic, and regulatory-organizational exchange of professional, linguistic, socio-cultural types of information [2]. To achieve the main goal of studying at the Faculty of Biotechnology – entry terms in the student's long-term memory for their subsequent use, the activity of the student himself at all levels is necessary. The student's activity should include the performance of simple speech actions, in which the skills of complex speech actions are formed, the development of skills of various types. In the end, all this leads to the implementation of speech activity in the language being studied. Communication on professional topics is always effective in this case. In such a situation, terminology will be acquired actively and on a conscious basis. The assimilation of the terminological system of the science mastered by the student takes place in the conditions of communicative and speech activity, interpersonal and professional interaction. This process takes place for the purpose of informational, emotive-empathic and regulatory-organizational exchange of information about the future subject activity of a young specialist.

Learning a foreign language by a student involves performing simple speech actions that form the skills of complex speech actions that contribute to the development of skills and ultimately the implementation of speech activities on professional topics. In such a situation, terminology will be actively assimilated, and the term system itself will be formed in the conditions of communicative and speech activity based on interaction.

The main task of motivation and self-motivation is the organization of educational activities that maximize the disclosure of the inner potential of a person's personality. The student understands the application of the result of studying a foreign language and the terms of the specialty and realizes their necessity for professional activity, as a result of which he strives to learn more terminology in the allotted time period. The development of the studied material takes place during guided reflection, due to which schemes of activity are

distinguished - ways of solving practical problems or reasoning. In general, the entire educational process is an alternation of subject and reflexive activity, the direct product of which is the assimilation of terminology.

Systematization of vocabulary. It provides a foundation for effective assimilation of terms. Comprehension and systematization of terms occur in the process of their formation and development and lead to new concepts, the boundaries of which are not always immediately clearly delineated [3]. Our classification restricts terminology to certain conceptual and semantic fields, which are based on thematic characteristics associated with the ease and complexity of assimilation of terms.

Based on the analysis of criteria put forward by different authors, it seems appropriate to identify the following criteria for the selection of terminological units:

- frequency;
- thematic criterion;
- integration criterion;
- functionality of terms;
- similarity criterion of terminological units in English, German and Russian;
- ease / difficulty of assimilation.

The frequency of use of a lexical unit in speech and written works is highlighted in almost all lists of principles, which shows its importance in the selection of a terminological minimum. The thematic principle of the division of terms directly depends on the fields of application of biotechnologies, and the most common areas of biotechnology in modern universities are medical and industrial. This is due to the creation of vaccines, IVF, biochemical blood products and their industrial application. It is considered expedient to distribute all biotechnological terms by semantic characteristics into 3 main categories. Firstly, these are general

biotechnological terms covering basic concepts and laboratory terms (for example, to modify – видоизменять, модифицировать, tissue — ткань). Secondly, it is medical biotechnology used in pharmaceuticals and healthcare (for example, antibiotics – антибиотики, genetic manipulations – манипуляции с генами). And thirdly, it is worth noting the industrial branch of biotechnologies aimed at introducing biotechnological processes into production, as well as having environmental and environmental applications – cleaning of oil spills, bio-processing of garbage, etc. (for example, catalysts – катализаторы, biodegradable – биоразлагаемый). The integration criterion presupposes the selection of terms according to their belonging to different specialized disciplines. The use of the integration criterion contributes to the acquisition of systemic knowledge by establishing interdisciplinary connections as the most important aspect in the higher education system. The functionality of terminological units is understood as a set of basic linguistic characteristics of terminological units, which includes compatibility, semantic value, word-formation value, ambiguity and stylistic limitlessness. These aspects are closely related to each other, overlap when choosing terminology. "Biotechnology" is proposed to use the criterion of similarity of English and German terms. According to this criterion, the form of terminological units of the English language will be similar to the form of terminological units of the German language. The choice of the criterion is due to three reasons. Firstly, many students come to the Faculty of Medical Biotechnology with knowledge of the German language. Due to the specifics of the faculty, they are retrained into English. In the first year, the teacher has to give analogies of English vocabulary with German already familiar to students. Secondly, Germany is a modern leader in the field of biotechnology and a potential partner of future specialists. The third reason for choosing the criterion of similarity of English and German terms is the availability of the opportunity to continue learning languages outside the university space to expand further professional prospects.

Linguistic use of reliance on speech mechanisms. It contributes to the effective assimilation of foreign language terminology in practical classes. Semantic perception depends on the student's existing thesaurus and is largely determined by the internal psychological mechanisms of the student (memory, attention, verbal perception, etc.) and external conditions (subject, place and time of communication, linguistic and extralinguistic information, etc.) [4].

The implementation of these psychological and didactic conditions makes it possible to increase the efficiency of assimilation and form the terminological thesaurus of the future biotechnologist as the basis of value-semantic activity knowledge, the conceptual and vocabulary base of professional communication in a foreign language.

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TRILINGUALISM IS A TICKET TO THE BIG WORLD

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"Kazakhstan should be perceived throughout the world as a highly educated country whose population uses three languages. These are: Kazakh as the state language, Russian as the language of interethnic communication and English as the language of successful integration into the global economy."

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Our country is a multinational state and it is necessary to study languages while living in Kazakhstan. Now the state and every person understands how important knowledge is languages, but this raises the question: "If people realize the full significance languages, then why most of them the population does not seek to study them?". First, for the development of the language, you need language environment. At the moment, in our country has only two more the actual languages are Kazakh and Russian, and the English environment is very weak. Secondly, there is not enough modern literatures and good information content that could interest young people and thereby encourage her to learn the language. The