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фразеологические кальки, т.е. кальки в которых точно передается содержание (совпадает состав лексем – компонентов, а также общий смысл высказывания в казахском и в английском языках): *chicken and egg situation* (тауық пен жұмыртқа мәселесі, вопрос о курице и яйце), *class act* (классный игрок), *be as stubborn as a mull* (быть упрямым как осел), *be hungry as a hunter* (быть голодным как волк) и другие. Структурные кальки поморфемно воспроизводят состав иноязычного слова; корень – корнем, суффиксы английского языка – суффиксам казахского языка (лык/лік; ши/шы, ушы, кер/гер) и др. ср.: *legal* – заңды, законный, *planning* – жоспарлау, планирование, *average* – орташалау, *manager* – басқарушы, менеджер, *hijacker* – қылмыскер, преступник, *half – backer* – қорғаушы, защитник, *sponsor* – демеуші, спонсор;

Конвергенция казахского языка к английскому проявляется также в формировании интернациональных синонимических рядов, в которых выступают как члены синонимического ряда казахские и английские слова, сравните такие синонимические ряды, как *политика*: *елбасы, саясаткер, лидер, инаугурация, тиар, имидж, рейтинг, лоббизм, стикер, ток-шоу, рейтинг, парламент, режим*, и др.; *косметика*: *мейк ап (makeup), консилер (concealer)-карандаш-корректор, пилинг-крем (peeling-cream, крем, убирающий верхний слой кожи), лифтинг-крем, (liftingcream-крем, подтягивающий кожу) вейниш крем (vanishcream-крем убирающий капиллярные сетки); визажист* и др.; *искусство*: *софт-арт, поп-арт* и др. Английские слова стали использоваться вместо многих казахских слов, заменили их в качестве синонимов, ср. *кеңсе-офис; танымал-рейтинг; мекеме-офис; сұхбаттасу-пресс-конференция; келісім-консенсус; сайлаушы-электорат; жақсы-о'кей; кәсіпкер-бизнесмен; басшы-лидер; дүкен-шоп* и др. Таким образом, уподобление казахского языка к английскому как языку лингва-франка обусловлено доминирующим его влиянием, проявившимся на разных уровнях конвергирующегося языка: лексическом (заимствование английских слов, расширение состава синонимических рядов, обогащение семантической структуры исконного слова), грамматическом (появление семантических, словообразовательных, фразеологических калек, сложных, сложносокращенных слов, образованных различными способами), социолингвистическом (сформирование интержаргонов).

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## THE ENGLISH LANGUAGE AS A PASS TO THE WORLD COMMUNITY

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In November 2015, Kazakhstan adopted the 2020 Trilingual Education Road Map. Beginning from 2019-2020 academic year, “Computer Science”, “Chemistry”, “Biology” and “Physics” will be taught in English. The teachers of the department of foreign languages of Al-Farabi Kazakh National University are making their contribution to the solution of this problem by intensifying teaching English to future teachers of natural sciences. The article considers the possibility of raising the level of English language teaching on the basis of its teaching at the Faculty of Physics & Technology of KazNU.

**Key words:** *trilingual education, intensification, modern teaching techniques.*

Қазақстан 2015 жылдың қараша айында Жол картасын үш тілдік білімге өту қаулысын қабылдады. 2019-2020 оқу жылынан бастап, мұндай пәндер яғни "Компьютерлік сауаттылық", "Химия", "Биология" және "Физика" ағылшын тілінде оқытылатын болады. Әл-Фараби атындағы Қазақ Ұлттық Университетінің шет

тілдер кафедрасының оқытушылары өз үлестерін косуда, осы мәселені шешу арқылы ағылшын тілін, болашақ жаратылыстану ғылымдарының оқытушыларына қарқынды үйретілуде. Мақалада ағылшын тілін оқыту деңгейін арттыру мүмкіндігін ҚазҰУнің физика-техникалық факультетінде оқыту негізінделген.

**Тірек сөздер:** үш тілде білім беру, қарқындату, оқытудың қазіргі әдістері.

В ноябре 2015 года Казахстан принял Дорожную карту перехода к трехязычному образованию. Начиная с 2019-2020 учебного года, такие предметы как "Компьютерная грамотность", "Химия", "Биология" и "Физика" будут преподаваться на английском языке. Преподаватели кафедры иностранных языков Казахского национального университета имени Аль-Фараби вносят свой вклад в решение этой проблемы посредством интенсификации обучения английскому языку будущих преподавателей естественных наук. В статье рассмотрены возможности повышения уровня преподавания английского языка на основе его преподавания на физико-техническом факультете КазНУ.

**Ключевые слова:** трехязычное образование, интенсификация, современные методы обучения.

In November 2015, Kazakhstan adopted the 2020 Trilingual Education Road Map. Beginning from 2019-2020 academic year, "Computer Science", "Chemistry", "Biology" and "Physics" will be taught in English. Transition to teaching disciplines in English will be implemented gradually from 2017 to 2023.

Introduction of the trilingual system of education in Kazakhstan requires intensification of efforts in learning and teaching the English language. According to the official report of Vice Minister of Education and Science TakirBalykbayev 117 schools of Kazakhstan provide trilingual education of students – in Kazakh, Russian and English. These schools provide in-depth study of Kazakh, English and Russian languages. In addition, a number of natural science disciplines are taught in English. 42 universities offer special courses with instruction in English.

The president said that a three-language policy should be encouraged on the state level. It should be noted that the multi-language education programme implemented in Kazakhstan is a unique and, unlike its Western analogies, implies a parallel and simultaneous training in three languages [1]. An effective higher education system is a core element of a successful society and economy. "We are increasing the pace of introduction of trilingual education. This is not a fiction, it is not a wish of someone, it is a necessity. Already 20% of Kazakhstani citizens speak English, and the knowledge of three languages is a pass to the global life, it is a base of success in life. In the global world our children will be citizens of our planet – they will have to work everywhere, and they must be like a fish in water in a complex world," these are the words of the President of Kazakhstan.

English is used for more purposes than ever before. Vocabularies, grammatical forms, and ways of speaking and writing have emerged influenced by technological and scientific developments, economics and management, literature and entertainment genres. With this technical and scientific dominance came the beginning of overall linguistic dominance, first in Europe and then globally. English is the most widely-spoken language in the world and is currently an official language in 88 sovereign states and territories.

The forthcoming EXPO 2017 will put the focus of the world on Kazakhstan, its credentials as a global player and its ability to deliver change. EXPO 2017 will be the first indicator of the road to Kazakhstan Strategy-2050. In 2014, about 500,000 new books were published in the world and only 2,300 books were published in the Kazakh language. To gain access to new knowledge, Kazakhstani citizens need to know English. "The whole world is in such a situation", said Nazarbayev [2]. The advantages of implementing multilingual education are personal enrichment, improvement of communication skills, the opportunity to be educated in prestigious universities in Europe, winning the respect of other nations, the ability to integrate into the global economy, preparation of highly skilled and competitive personnel.

The President noted that it is impossible to translate all books into Kazakh as soon as they are published. "While we are translating something new, something even newer comes to the place of that new... We need to know it the day when it appears, but we do not have such an opportunity". N.A. Nazarbayev said that learning English by all Kazakhstani citizens is a prerequisite for entering the group of 30 leading countries.

The teachers of the department of foreign languages of Al-Farabi Kazakh National University are making their contribution to the solution of this problem. One of the directions is application of new advanced methods in teaching English in the conditions of limited number of hours. They include usage of tests similar to the TOEFL tests that will be needed in their further exams, watching video-lessons provided by the American teachers of physics and preparation of exercises for such video-lessons as well as fulfillment of several project works during the semester. A lot of attention is paid to the organization of self-study work of the students. The limited number of hours makes it necessary to search for the most suitable material and new strategies which would improve the efficiency of its usage. The key factor is the response to the

demands of the new educational environment when more and more English-speaking scientists reading lectures on physics in English come to the University and new disciplines in English are included in the curriculum. The students are focused on their future needs which include listening to English-speaking reporters and reading scientific articles, journals, catalogues, books on subject matter and instruction manuals in English. The students are especially motivated by the lectures on special subjects in English.

We studied different sites and different materials and made a bank of YouTube videos suitable for our students. The main objective was to find the material containing formulas and their explanations because the most difficult thing is to teach reading formulas without listening to them. The students were given videos as their “self-study” tasks. Their home task was to watch the video (all the students have an access to the Internet through their computers or telephones) and to make written translations of the parts given by the teacher. The students had to learn how to read simple formulas, how to pronounce the units of measurement, how to read mathematical operations. And it is impossible to fulfill these tasks without video. Some materials were used in the classroom. Based on the computer presentations, the students made their own short presentations using mathematical formulas.

In our work we tried different video presentations but the most suitable for our purposes is the course APlusPhysics.com developed and presented by Dan Fullerton. It should be noted that all video courses used for teaching purposes are free Internet resources. The students learn how to read formulas, how to read mathematical calculations and, in general, listen to presentations of physical texts. A specific feature of Fullerton’s lectures, making them especially useful for our students, is presenting of most of the definitions in a written form on the screen, so that the students can not only listen but also read definitions and formulas.

The other type of practical work mobilizing attention of students is project work. The formulation of the definition of project work as a content-based instruction is in the streamline of the process of teaching English for professional purposes. This forms the base for close interconnection between teaching professional English and Project Work. In our practice we have used different types of projects even at the time when this approach was not widely discussed. The specificity of work with technical texts makes it necessary to develop different types of tasks related to practical realization of the themes of the texts. This situation forced us to develop different types of additional activities, most of which can be classified as project work.

Our projects differ in the structure of their organization, the number of students involved in projects, techniques used for information collection and ways of information “reporting”. Project work bridges the gap between the theory and the practice, as there is a deep gap between the language the students are taught and the language they in fact require. The format of the project work depends on a variety of factors including curriculum objectives, levels of students’ proficiency student interests, time constraints and availability of materials. According to the classification of Fredrica L. Stoller projects [3, 13] are classified as structured, unstructured and semi-structured. In our work with different groups we mainly used semi-structured projects, i.e. projects defined and organized in part by the teacher and in part by the students.

Nowadays, our students must be oriented on the ability to contact English-speaking during their trips in the framework of Master course of PhD programs, taking part in conferences organized in Kazakhstan and abroad. Therefore the students need development of communicating activities such as making presentations imitating scientific conferences, speaking in the frames of the project works, taking parts in roundtables. All these activities are organized in the framework of classwork and out-of-class activities with the students. The students have an opportunity to take TOEFL ITP exam to test their knowledge of English. Our department uses different strategies in reaching its goal – intensification of teaching English language, which is a necessity in the present-day environment.

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