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company to Medis project results. 15 students which learned all 5 Medis courses are working on Labord company now. The results which were discussed during the Workshop "Formation of highly qualified engineering specialists" published as a Proceedings of the first international practical workshop for company NPIID-2 [5].



Figure 5. Summer school at Sant-Petersburg Polytechnic University

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**Strautman L.E., Gumarova Sh.B.**

**CONTRIBUTION OF THE TEACHERS OF ENGLISH TO THE SUCCESSFUL IMPLEMENTATION OF THE PROGRAM "100 CONCRETE STEPS"**

According to the new presidential program "100 concrete steps" Kazakhstan is planning a phased transition to teaching some subjects in the English language in high schools and universities. In November 2015, the government adopted the 2020 Trilingual Education Road Map. Beginning from 2019-2020 academic year the subjects "Information Technology", "Chemistry", "Biology" and "Physics" will be taught in English. Kazakhstani students in the future will soon be taught classes in English, This is provisioned by the new presidential program "100 concrete steps". The phased transition to English language in the education system will be taking place in high schools and universities. The main objective is to improve the competitiveness of graduates and increase the export potential of the education system. This is stated in the document [1].

Introduction of the trilingual system of education in Kazakhstan requires intensification of efforts in learning and teaching the English language. It should be noted that the multi-language education program implemented in Kazakhstan is a unique and, unlike its Western analogies, implies a parallel and simultaneous training in three languages. An effective higher education system is a core element of a successful society and economy. "We are increasingly aware of the introduction of trilingual education. This is not a fiction, it is not a wish of someone, it is a necessity. Although not all Kazakhstani citizens speak English, and the knowledge of three languages is a pass to the global life, it is the key to success in life. In the global world our children will be citizens of our planet – they will have to work everywhere, they must be like a fish in water in a complex world," these are the words of the President of Kazakhstan.

The task of universities is to train specialists who will be able to teach science in school in English. Within the framework of the program the courses were organized for the university teachers of Physics (5B011000) and Chemistry (5B011300) in compliance with the experience of basic higher education institutions of SPIID and State University of Engineering and Technology. The course program included on-line teaching. The teachers attended 240-hour courses English courses at the Farabi University Institute of educational development and professional improvement within the framework of a training program of pedagogical personnel, and passed the exams according to their level. It was a significant contribution to the improvement of the level of English of the university teachers and professors.

How is the problem of training present-day high-qualified specialists solved by the teachers of English?

The program of...  
 language. At the fa...  
 of translation...  
 The teachers of...  
 contribution to the...  
 engaged in the cond...  
 in their field...  
 resources for such a...  
 used in the organizat...  
 an exact suitable re...  
 response to the dem...  
 sources in physics it...  
 Optimization of t...  
 classroom hours. As...  
 sources of technical...  
 a new methodology...  
 processes, rather th...  
 consolidation of m...  
 concerned in techn...  
 issues to their needs...  
 of making learning "l...  
 in support we will d...  
 process.

The new education...  
 present time most stud...  
 immediate levels of...  
 the course of Technic...  
 example in the instr...  
 "holistic". Therefore...  
 systematization, im...  
 cost sciences but als...  
 significantly improves...  
 used for such materials...  
 more systems. With...  
 commitment to optimizin...  
 be found in textbooks...  
 included in the textbook...  
 a set of questions a...  
 English and from Engli...  
 to be already practicing...  
 The other task is to...  
 subjects on General Eng...  
 to teach students how...  
 and teacher for Specific...  
 additional lectures and p...  
 these purposes. We pro...  
 Publishing House.

As an example we can...  
 M is equal to R: sub on...  
 continuous P sub two, y...  

$$N = \frac{R}{p - kT - 1}$$
 N sub...  
 To solve this problem...  
 nowadays the Internet pr...  
 resources for our classes. T...  
 However, they do not comp...  
 Recently, there have be...  
 professional practice allow...  
 in these academic discipli...  
 national curricular discipli...

The program of our university has the course of professionally-oriented English instead of the course of general English. At the faculty of Physics & Technologies, at the lessons of English we introduce more and more physics in the form of translation of real scientific texts, making presentations and even student's conferences 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. 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 included 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.

Optimization of the educational process implies obtaining maximal results in the conditions of the limited number of classroom hours. As an object of optimization we will consider the course of English for Professional Purposes. The subject of technical English was defined by Peter Strevens [3], "Technical English uses little of general, philosophical or even methodological concepts; the special terminology used relates chiefly to concrete objects and practical processes, rather than to abstractions; quantification is mainly a matter of stating measurements rather than the symbolisation of mathematical relationships; there is a good deal of non-scientific or "common-core" English interspersed in technical texts." The assumption underlying this approach was that the clear relevance of the English course to their needs would improve the learners' motivation and thereby make learning better and faster." This purpose of making learning "better and faster" is a driving force of all applications of new technologies and methodologies. In this report we will discuss some problems of teaching professional English in terms of increasing efficiency of this process.

The new educational environment requires the development of new approaches to teaching technical English. At the present time most students starting the course of professionally-oriented (technical) English have as prerequisites Pre-Intermediate levels of English File or Headway courses. To reorientate students from the course of General English to the course of Technical English means to reorientate them from Colloquial Language to Academic Language. For example, in the instructions to Interactive exercises for English Files the language that is taught is defined as "colloquial". Therefore, we have to explain the students the difference between "colloquial" and "academic" language.

Systematization, introduction of tables, charts and graphs becomes an integral part of not only the textbooks on exact sciences but also the humanities. Visual presentation of grammar rules in the form of tables and diagrams significantly improves the digestibility of the studied material. Producers of educational materials in the market felt the need for such materials and began to produce a variety of benefits in the form of brief tables that are in high demand among students. With a limited number of classroom hours the use of tables, charts and graphs is a necessary component in optimizing the learning process. No doubt the fact that the tables for various grammatical structures can be found in textbooks, however, in the translation of scientific texts, we are faced with a problem that has not been reflected in the textbooks as a systematic presentation of the material.

A lot of questions arise when students translate concrete values and ways of expressing them from Russian into English and from English into Russian. Here are some examples that seem very simple, but difficult to translate even for the already practicing translators.

The other task is to teach students how to read mathematical formulas. Usually, having as prerequisites the textbooks on General English, the students simply skip formulas and go on reading. There are practically no textbooks that teach students how to read formulas and the available listening material both from the courses of General English and English for Specific Purposes does not provide this information. We have to provide students with the ability to understand lectures and presentations in English and to make reports. There are some applications that can be used for these purposes. We provide some of such information in our educational manuals published in the University Publishing House.

As an example we can provide the following material:

$$M = R_1x - P_1(x - a_1) - P_2(x - a_2)$$

M is equal to R sub one multiplied by x minus P sub one round brackets opened, x minus a sub one, round brackets closed, minus P sub two, round brackets opened, x minus a sub two, round brackets closed.

$$N_i = \frac{K}{e^{\epsilon^i/kT - 1}}$$

N sub i is equal to K, dash, one divided by e to the power of epsilon i-th by kT minus one.

To solve this problem it is necessary to have audio and video material that enables students to listen to the lectures. Nowadays the Internet provides an unlimited choice of such a material. The main problem is to find the material relevant for our classes. There are many lectures of university scientists, Nobel laureates and other famous people. However, they do not comply with the purpose – to get "better and faster" results.

Recently, there have been numerous academic discussions of the problem of interdisciplinarity. Interdisciplinary pedagogical practice allows the teacher to cross the traditional boundaries of discipline-centered teaching by using two or more academic disciplines. Interdisciplinary teaching is a method, or a set of methods, used to teach a unit across different curricular disciplines. There are many different types, or levels, of interdisciplinary teaching. The most

common method of implementing integrated, interdisciplinary instruction is the thematic unit, in which a single theme is studied in more than one content area.

Integration of Physics and English helps students in the formation of the following competencies:

- the ability and willingness to use physical terms in the English language;
- the ability and willingness to apply physical laws to solve problems and explain them in English;
- the ability and willingness to translate technical terms from a foreign language.

It is necessary to use new approaches to teaching technical English. To be competitive in this field it is necessary to include into work with specialized texts not only reading, translation and memorizing words, but also watching video presentations, listening to oral explanations of formulas, learning of physical units of measurements and laboratory activities arising more active students' participation in classroom activities. The choice of video material for classroom was limited by the range of themes studied by the students and the level of their knowledge of English. One of the articles on interdisciplinary approach to teaching master students of non-linguistic specialties has suggested to use lectures of the Nobel Prize laureates for the master course students. We tested the possibility of use of the lectures, but it turned out to have too disadvantages. The first one is the complexity of the subjects studied by the lecturers, the second one is the level of English. Therefore we came to the conclusion that it is more effective to use the texts and video close to the studied subjects.

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Tolesh F.

#### INTERNATIONALISATION OF HIGHER EDUCATION IN KAZAKHSTAN

This paper discusses the process of internationalisation of higher education in Kazakhstan. The high level of internationalisation is the effect of globalization, which means, increased exchange of policies, ideas, and practices. Internationalisation is one of the aims of higher education reforms in Kazakhstan through increased academic mobility, promotion of the English language, more intensive international cooperation and the best education policy implementation. However, the main focus of this paper is on one aspect of higher education internationalisation, which is study abroad.

Globalization, according to Maudarbekova & Kashkinbayeva (2014) has generated the establishment of new economic, political and cultural connections among the nations of the world and education is not immune from this process of internationalisation. Moreover, Waldinger & Fitzgerald (2004) believe that "at the turn of the 21st century globalization is the order of the day" (p.1), that is, almost all aspects of present-day life, is being influenced by the increasing speed and easiness of communication, information exchange and interconnection that leads to growing interdependence and interrelation of states, regions, industries, different fields of life, society, and individuals with each other. Adey agrees that "we simply cannot ignore that the world is moving a bit more than it did before" (as cited in Mosneaga, 2014, p. 90). Rivers (2010) refers to Knight, Ninomiya, Watanabe, who argue that globalization is stimulating new developments in communication technology in order to meet increasing interaction between different communities with different languages, cultures and behaviours, moreover, diversity is being considered as a positive concept of globalization that leads to internationalisation, a term which is highly relevant to higher education institutions all over the world, which are trying to adapt and adopt to the increasing importance of international dimension of higher education and developing with new demands and opportunities (p. 441). Gunuz also arrived at the same conclusion and cites Nye who defines globalization as: "a state of the world involving networks of interdependence—networks of connections and multiple relations - at multi-continental distances" (as cited in Wang, 2011). This definition of Nye, Gunuz views as a description of increasing interconnectedness of the world through a common language, common standards of professionalism where people are tolerant to different cultures and work in intercultural environments, which, in his opinion, drives higher education to internationalization. Young people need to have the best possible education in any place in the world, so that after graduation they can compete in the global labour market (Gunuz, 2011). Lucas (1988) indicates education as a major determinant of long-term growth, with whom Robertson agrees saying that "the focus on knowledge as the key motor for the growth has placed education at the centre of policy and politics" (as cited in Mosneaga, 2014, p. 92). Knight is acknowledged as one of the prominent scholars in the field of internationalisation of higher education studies, who states that in the 1990s witnessed a sharp increase of internationalisation activities, such as the flow of students and international collaboration on education programmes and establishment of overseas campuses (as cited in Wang, 2011, p. 306), then she described the internationalisation of higher education as "the process of integrating an international, intercultural, and global dimension into the purpose, functions (teaching, research, and service), and delivery of higher education at the institutional and national level" (as cited in Chan, 2013, p. 316). During the last several decades, the