



# IMPROVING METHODS OF TEACHING ACADEMIC DISCIPLINES IN ENGLISH AS PART OF THE IMPLEMENTATION OF THE CONCEPT OF MULTILINGUALISM AT THE UNIVERSITY

## KEYWORDS

Teaching, academic disciplines, Multilingualism, English, Methods, Project, Implementation

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**ABSTRACT** *Teaching has been a critical activity of education for many years. Over the difficult soviet years (1990) it has been a growing concern about the number of teachers who leave the classrooms so in the secondary school as in the high school too. This problem known us from our parents. The situation ischanged in Kazakhstan, unlike other the Soviet timethe government pays attention to development of education now. We have a lot of opportunity to get the quality education and to improve our skills in teaching and learning in English today.*

## Introduction

The proficiency of English language by students becomes an important tool in educational, communicative, informational spheres. The main objective is to impart professional skills to students in the area of their future profession.

The education is one of the main priorities in Strategy "Kazakhstan - 2050": new political course of the established state. It emphasizes that the knowledge and the professional skills are the key landmarks of the modern educational system of Kazakhstan. We have to change into a highly educated nation, only then we will become a developed and competitive state [1].

The reform of education in Kazakhstan imposes new requirements to the organization of educational process. Implementation of the cultural project "Trinity of languages", that is indicated in the message of the President requires a new approach to teaching [2]. The goal of the new approach is to transform the student into a developed personality, who will fluently speak several languages in the professional area, including English. It is possible by improving the teaching of academic subjects in English.

Analyze of the situation of development of education shows that ten-year State program for educational development of Kazakhstan for 2011-2020 was approved. The significant contribution to enhancing the capacity of professors and teaching staff of universities was the realization of the international scholarship "Bolashak" program. This program provides with an educational opportunity in the best universities in the world [3]. Connected to that, the implementation and realization of new methodologies for the teaching of English is an important issue.

For this purpose, the effective implementation of the multilingual education is being prepared at Pavlodar State University. This contributes to the expansion of academic freedom of universities to determine the content of the training programs that allows you to increase discipline component of choice, matching employers and enabling learning in English.

From 2012 to present in order to implement multilingual education work being done is in the following directions:

- Functioning of the foundation faculty;
- Implementing of «Foreign language»; «Professionally-oriented foreign language» courses;
- Learning special disciplines in foreign languages by teaching staff at Pavlodar State University;
- Teaching of academic disciplines by foreign professors [4].

One of the most effective ways of implementing the Concept of multilingual education at the University is the study of the mandatory disciplines such as "Professionally-oriented foreign language consisted of 2 EST for all bachelors' specialties and "Foreign language" (professionally), consisted of 2 EST too for the master's degree program. These disciplines were reserved for specialized department and the Department of "Foreign languages" in accordance with the requirements of State educational standards for higher education, approved from 23.08.12 No. 1080 by the government resolution.

The provision of basic education faculty, that reads specialized courses and professionally-oriented foreign language, will help to improve the quality of teaching professional subjects are being taught in a foreign language.

Therefore, the project "Improving the teaching of professional subjects in English" within the framework of the internship program "Bolashak" has been developed at DAAS-ICLON Leiden University, the Netherlands.

## Methodology and methods

The project is part of the implementation of multilingual education in PSU named after S. Toraygyrov. The implementation events of the project will take place at the Department of Biotechnology of Pavlodar state University. S. Toraygyrov in second year academic groups of the specialty "Technology of food products" and "Biotechnology".

The project is one of the final tasks. It includes the implementation of new teaching methods and a plan of activities and recommendations after the return Kazakhstan.

**Table 1. SWOT analyze of the project**

Internal environment	
Strengths	Weaknesses
External environment	
Opportunities	Threats and risk
<ul style="list-style-type: none"> <li>- Broad access to the University;</li> <li>- The possibility of introducing performance ahead of Kazakhstan;</li> <li>- The use of Internet resources by students to establish contacts with foreign students;</li> <li>- Knowledge sharing, joint activities;</li> <li>- Effective international exchange of students and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- The lack of prepared teachers to teach in English for food brunch;</li> <li>- Different levels of language training of students;</li> <li>- Insufficiency hand-out materials for students in English for food brunch.</li> </ul>

**According to the SWOT analyze following problems there are:**

- The lack of prepared teachers to teach in English for food brunch;
- Different levels of language training of students;
- Insufficiency hand-out materials for students in English for food brunch.

**We have next tasks for resolve those problems:**

1. Creation the educational- methodical training complex;
2. Improving students' availability to foreign language professional communication;
3. Establishing contact with foreign teachers or students (creation joint projects, written communication by E-mail etc.).

**Table 2. The criteria and indicators of effectiveness of the project realization**

№	Criteria	Indicators
1	Motivative	<ul style="list-style-type: none"> <li>• - to interest in learning English;</li> <li>• - to be preparing to suddenly foreign language communication;</li> <li>• - intention to improve communicative skills;</li> </ul>
2	Activ	<ul style="list-style-type: none"> <li>• - to create a project (project work);</li> <li>• - implementation of practical skills of processing and transmission of information on lessons, facultative and at home;</li> </ul>
3	Cognitive	<ul style="list-style-type: none"> <li>• - to know of English in professional area;</li> <li>• - to know about the information sphere;</li> <li>• - modern means of communication;</li> </ul>
4	Emotionally-valuable	<ul style="list-style-type: none"> <li>• - interests, needs in English-language communication through the Internet;</li> <li>• - activity in the use of Internet resources with the aim of establishing contacts with native speakers.</li> </ul>

**The project consists of three stages. The first stage includes:**

- Overview of the situation in the Netherlands and the preparation of comparative analyze;
  - Collection of information for the complication of teaching materials;
  - Visiting universities, centers, professors' lectures, etc.
  - establishing contacts between universities.
- This stage was implemented with the help of interested foreign representatives and project stakeholders.

**The second stage involves a plan of activities to return to Kazakhstan. The plan includes:**

- Designing of training materials;
  - Implementation of the educational process with the application of new methodic.
- The final stage involves the analysis of students' knowledge progress and evaluation of students' work effectiveness in the "Professionally-oriented English language" course.

At the end of the realization of the project, the results will publish in a report and publications by teachers and students.

Thus, it can firmly state, that the education in PSU named after S. Toraigyrov by 2020 will give the result in the form of high quality knowledge and development of the capacities of graduates, fluent in three languages on professional level.

**Conclusion**

The main function of any language is communicative function. Studying in English aims to improvement a communicative abilities, faculties' formulation yourself ideas in professional areas. The communicative competence is an ability of the adequate of oral and writing perception to opposite side. Thus, the implementation of this innovative project aims to solve these issues, such as low level of students' development of communication and information competencies.

In the future, the successful implementation of these steps can give an opportunity to studying by program of academic mobility of students between Universities.

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