

Thus, having studied the role and effectiveness of game techniques in the learning process and showing the need for the use of didactic games in English lessons, we can conclude that the educational, communicative and psychological value of games in the learning process is very high. The game is an excellent way to increase the motivation of students, to make them work actively in the classroom. After a hard oral exercise or other tedious activity, a fun game is the perfect opportunity to relax.

As a result, we conclude that:

- the use of foreign language lessons games and game moments, is an important method to stimulate the motivation of educational and cognitive activity of students;
- no matter how active the teacher is, there are always moments when the students' attention is scattered. The game increases attention, animates, improves perception.
- games help relieve tension. A shy and weak student will feel more confident and will participate in the game more actively if the goal of the game is just to have fun, and not to count points and win.
- the educational, communicative and psychological value of using games in foreign lessons has been proved;
- the proposed methodology shows the effectiveness of game methods in foreign language classes to stimulate the motivation of educational and cognitive activity of students.

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UDC 81-13

THE USE OF THE CONTENT-LANGUAGE INTEGRATION IN TEACHING ENGLISH IN KAZAKHSTAN'S NEW EDUCATIONAL SPHERE

Dilnara Mussina, Rabiga Toxanova

(M. Kozybayev North Kazakhstan State University)

Modern Kazakhstan society is characterized by social modernization and striving for global integration processes, where the leading position in the process of modernization is education. Today, education is recognized as one of the most important priorities of the “Kazakhstan-2050” Strategy. As the President of the Republic of Kazakhstan N. Nazarbayev mentioned: “The young generation should study, acquire new knowledge, gain new skills, and employ knowledge skillfully and effectively and technology in everyday life”[1].

In the modern world, the issues of person's socialization in intercultural and international spheres are becoming priority and proficiency in a foreign language, especially English, is considered as one of the tools to extend professional knowledge and capabilities.

In this regard, there are new educational technologies for teaching foreign languages. One of these technologies, in our opinion, is Content and Language Integrated Learning (CLIL).

The term CLIL was coined by David Marsh, an English professor working in Finland. "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language"[2]. Implementing CLIL technology, it is necessary to consider 4 Cs. D. Marsh in the work "Content and Language Integrated Learning" gives a detailed description of all the elements:

- Content - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum;
- Communication - Using language to learn whilst learning to use language;
- Cognition - Developing thinking skills which link concept formation (abstract and concrete), understanding and language;
- Culture - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self [3].

Having studied theoretical and practical works on the CLIL technology, we identified some advantages and problems of its implementation in the educational process in the Republic of Kazakhstan.

According to many methodologists, one of the advantages of this approach is the absence of restrictions in improving language skills and subject knowledge, that allows students to develop their intercultural knowledge. Also, it is noted that the technology of content-language integrated learning is not new in Europe, such countries as Finland, Hungary, Estonia, Lithuania are practicing successfully it in their schools. The technology itself helps to use innovative methods, new technologies and other learning strategies, increases motivation to study subjects in English. An important aspect is that CLIL provides an opportunity to strengthen English learning without requiring additional hours in the curriculum.

Furthermore, content-language integrated learning increases students' motivation in learning English. The process of learning language becomes purposeful because language is used for solving specific communication tasks. Moreover, students have an opportunity to get to know and better understand the culture of learning language, so it leads to the formation of their socio-cultural competence.

The students pass through themselves a large amount of language material, representing a full immersion in the natural language environment.

Also, it should be noted, that study of various topics allows students to learn specific terms, certain language structures, which contributes to extension of students' subject vocabulary and prepares them for further study and application of the acquired knowledge and skills. All this is facilitated by carefully selected educational materials not only for the study of a particular subject but also for language learning: lexical units and grammatical structures, all activities such as reading, speaking, writing and listening.

We think that CLIL technology is relevant in Kazakhstan. The successful application of CLIL in European countries, as well as a huge amount of theoretical material, allows us to consider that this method is effective. However, in implementing it into the educational process, Kazakhstan teachers are faced with such a problem as the lack of learning material in English. According to this, for the realization of content-language integrated learning in secondary schools, it was decided to create tasks on the subject "Biology" in English for 8-grade students. Interest in the usage of new technology, increase the students' level of English and a good level of English by biology teacher led to effective collaboration. For creating this learning resource, we took into account the following requirements.

Firstly, the material's level of complexity on the subject should be lower than the level of knowledge in the native language.

Secondly, the material should be carefully selected and provided with a sufficient number of tasks for its understanding and acquirement.

Thirdly, the tasks should be created with an emphasis on the subject content.

Fourthly, the tasks should stimulate creative, independent and communicative activity in English.

As an example, we present the created material and tasks on the topic "Leaves, stems and roots".

Theme: «Leaves, stems and roots».

Grade: 8



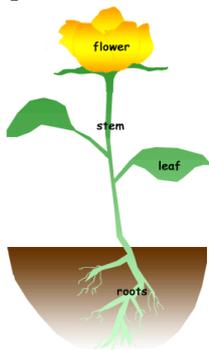
↑ Flowering plants come in all shapes and sizes.

Flowering plants come in all shapes and sizes. These plants make our planet colourful.

From space, you can see where most of the plants on the Earth grow. The patches coloured dark green are rainforests. They are hot, sunny and wet – perfect for trees. Grasses grow best in the areas coloured yellow, which are drier. The areas coloured orange get much less rain – only desert plants, such as cacti, can grow there.

Organs

Most flowerings have leaves, stems and roots. These organs work together to keep a plant alive. Flowering plants grow extra organs in flowers when they are ready to reproduce.

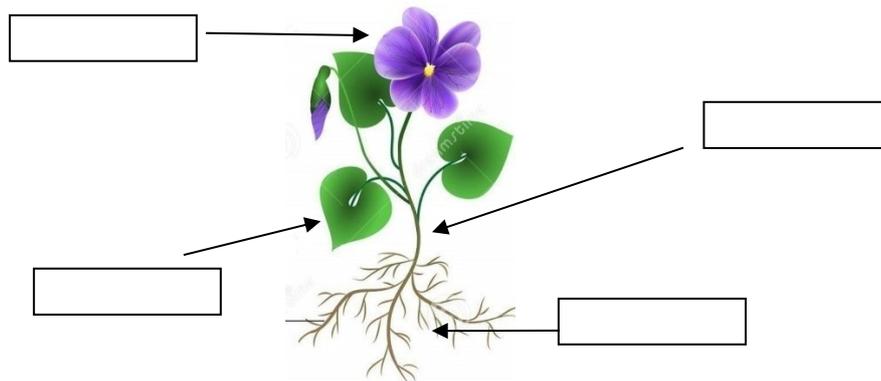


- **Leaves** absorb energy from sunlight and make the plant's food.
- The **stem** transports water and food and supports the leaves and flowers.
- **Roots** hold the plant in place and absorb water and minerals from the soil.
- **Flowers** produce seeds so that plant can reproduce.



Tasks:

1. The diagram shows a simple flowering plant. Label its four parts.



2. Read the following paragraph and fill the gaps with the words below. Use each word once, more than once or not at all.

flowers food leaves organ water stems minerals reproduce

Flowering plants have three organs all year round: roots, _____ and _____. They also develop _____ when they are ready to _____. Each plant _____ has a different function, but they work together to keep the plant alive. Roots take up water and _____ from the soil. Leaves absorb energy from sunlight and make _____. A stem holds up the _____ and transports _____ and _____ up from the roots.

3. Write each of the functions below in the correct column of the table.

<i>Allows reproduction</i>	<i>absorbs light</i>	<i>takes in minerals</i>	<i>makes food</i>
<i>Holds plant in place</i>	<i>provides support</i>	<i>produces seeds</i>	<i>takes in water</i>
Leaf	Stem	Root	Flower

4. The structure of each organ suits its function. Name the plant organ that is:

- A. wide and thin to absorb a lot of light. _____
- B. Tall and strong to provide a lot of support. _____
- C. Highly branched to spread through a large volume of soil. _____.

In conclusion, we may say that the implementation of CLIL reflects the process of modernization of education. The study and analysis of the topic show that the content-language integrated learning is an effective mechanism of realization of multilingual education. Integration of subjects and a foreign language is useful for teachers and students. Created learning material, which is based on CLIL technology can be used as a methodical resource for teachers and learning material for students.

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TEACHING ENGLISH FOR ENGINEERS AND ABOUT THE NEW FORMS OF EXAMINATIONS

Olga Novosselova

(M. Kozybayev North Kazakhstan State University)

Teaching professional English is based on the necessity of studying English according to the job factor and so that is different from teaching language for the general purposes. The English language performs the function of communication, education, and self-education,