

new opportunities for assessing the educational activities of students, thereby ensuring an increase in the quality of education.

It is safe to say that the distance learning system market is actively developing all over the world. This is primarily due to the increased demand for educational services and the development of information technology. In addition, the number of Internet users is increasing from year to year. Distance learning systems in Kazakhstan are just beginning to form, many companies and firms create their own e-Learning for staff. The system also helps universities provide the necessary information to students who take exams remotely. To date, distance learning has been introduced in 50% of educational institutions. However, the system is experiencing difficulties due to the fact that in the remote regions of the country there is insufficiently developed infrastructure. Nevertheless, the IT industry is developing very quickly, which forces companies to retrain personnel at an accelerated pace. The best solution is to create a distance learning system that not only improves the qualifications of employees, but also saves business resources.

### Literature

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### USING THE TECHNIQUES AND METHODS OF THE CLIL IN THE PROCESS OF TEACHING TO BACHELORS

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One of the directions of the updated education is the achievement of guaranteed educational results, the technologization of the learning process. To do this, the teacher must work creatively. After all, before the student played the role of the recipient, the accumulator, the absorber of knowledge, and now the new requirement is recognized as an independent learner. In order to bring a person into line with these roles, it is necessary to prepare new image in accordance with the requirements of the time [3]. Nowadays, the development of education dictates the need for people to know multilingual languages. Many institutions in Kazakhstan teach computer science, physics, biology and chemistry in English. On the one hand, it is difficult, but it is necessary. Learning subjects in combination with the English language expands the vocabulary of students, increases interest in discovery, conducting various observations, experiments. The dictionary of terms will help in the formation of the student’s vocabulary. Knowledge of English is very important when using technical devices when using new technological techniques in the course of classes. Simultaneous teaching, for example, Biology in

English, contributes to the formation of a multicultural personality that can freely behave in relationships, quickly adapt to any environment, demonstrate knowledge and skills in a particular field of science, enter into educational competition with other developed countries, contribute to the development of the country's biology, master multilingual and multicultural competencies. On the one hand, the expansion of the sphere of activity of the state language, on the other-the expansion of the scientific and information network in the economy of the globalization of the English language [4].

Mastering three languages is the task of every Kazakh age. Currently, the mass introduction of trilingualism is underway in the field of education. Our goal is to train a comprehensive, competitive, multilingual, modern specialist. To this end, the future specialists-clerks and I sought to implement the initiative for parallel proficiency in three languages. The development of professional competencies of teachers is a tool for improving the quality of education. Modern science and technology in a developed society requires competitive specialists with developed professional competence in the education system. To become a qualified and educated specialist, every teacher must continuously improve their knowledge and constantly improve their professional qualifications in accordance with the requirements of the time. To this end, there is a need for subject-integrated training of future specialists in the learning process. That is, the CLIL technology is one of the main ways to solve this problem [1].

When using the CLIL method: each lesson should have subject and language goals, the teacher should monitor the achievement of these goals by students, the lesson should work with reference words, develop pronunciation, writing, listening and reading skills, and use active teaching methods. When using the CLIL method, tasks should be purposeful, appropriate to the language levels of students, interesting to perform, motivating, logically related to each other.

CLIL technology is the content of the discipline and the technology of joint language learning. A research scientist David Marsh coined the term in 1994, to refer to learning environments where subjects or individual sections were taught in an "additional" language. The purpose is the subject and the language are taught at the same time, that is, here the language is considered not as an object of learning, but as a means of learning other subjects [2].

#### The difference in CLIL technology:

- The CLIL lesson is not a language lesson
- The CLIL lesson is not a lesson in translating a subject into English
- The CLIL lesson is not intended to teach grammar.
- In the CLIL lesson, in addition to subject knowledge, skills and abilities, teachers need to develop 4 language skills: listening/reading/speaking/ writing.
- CLIL lessons are based on the active learning method.
- CLIL lessons are mostly based on reading or listening to texts.

#### The result of the method:

- A cultural, patriotic personality is formed, knowing many languages, respecting the traditions and customs of other peoples
- The student simultaneously speaks two languages.
- Tolerance is formed as a person
- Learn how to apply knowledge in practice

In lessons conducted using CLIL technology, to improve students' reading and speaking skills in English, homework is checked in three languages using various tasks in the program ZipGrade QuestionV2, PlickersCards\_2up, Printable Worksheets, Cloze/fill the gaps, Match-up Worksheet Maker, iSpring Suite. For the full assimilation of knowledge, the development of students' thinking, teaching free speech, open and full expression of their thoughts, expanding their horizons-this is the main goal of training. A variety of methods can be used to prepare lesson materials using the CLIL integrated subject-language learning methodology. For example: "Non-existent information", Running

dictation, Skimming and scanning, question loop activities, true or false, jigsaw method, and much more. Teaching not only humanities, but also natural-mathematical disciplines in English opens up new opportunities. Today, in the era of the heyday of information technology, there are all the opportunities for this.

In the first semester of the second year of study, an internship was held, the purpose of which was to conduct classes by using the English language and teaching the program of 1st-year students of the Faculty of International Relations, who belong to non-linguistic specialties. During the semester, there was a combined use of syllabus classes, with the related use of developed exercises using CLIL technology. Based on this, it seemed appropriate to conduct seminars in English, which, on the one hand, would provide support for the lecture material of the course, as well as allow students to use English to discuss the course issues.

Link to the presentation: <https://clck.ru/Tx7Wa>

Table 1. Lesson plan for students of the Faculty of International Relations on the topic “The G8”

<b>Aims of the lesson.</b> By the end of the lesson students will be able: to explain main political problems related to countries of G8, to use terms of the theme, to know related vocabulary, to give examples of political organizations, to speak up on the topic			
<b>Time</b>	<b>Lesson stages, what students and teachers do</b>	<b>Patterns of interactions</b>	<b>Comments</b>
	Aims of the lesson, warming-up	Teacher- class	Asking questions about previous lesson
	Skimming and scanning the text about G8, looking for new and unknown words, trying to find out the meaning by the context	Student- student Teacher- student Teacher- class	Showing students a slide page with the text “The G8”
	Discussion on the text by answering questions, task: choose the correct alternative	Teacher- class individually Student- student	Reading task, lexical task Slide №3, №4 Grammar: Past Continuous Passive
	Checking vocabulary by using game	Teacher- class	Game “Kahoot” Link to the game: <a href="https://clck.ru/Tx6Nu">https://clck.ru/Tx6Nu</a>
	Speaking. Reading task. Teacher divides students in groups of five and give them statement from the slide, the task is by scanning to find out the correct definitions, students prove and give reasons of their	Teacher- group of students Teacher- student	Information gap Slide №6

	answers		
	Speaking Group (pair) work	Teacher-pair	Preparing agenda Slide 9
	Summing- up Teacher asks questions about the topic	Teacher- class Teacher- student	Giving homework Mind map (the G8)
	Feedback Students give feedback	Individually	Speaking part Questionnaires

These exercises were compiled taking into account not only the requirements of the work program of the 1<sup>st</sup> – year students of the Faculty of International Relations, but also the requirements and methods of teaching foreign languages. By using this technology, it is possible to provide language support to a student who does not have sufficient skills to express ideas. The choice of communication skills depends on the requirements and goals of the program, depending on the wishes of students and teachers may be subject to adjustment. The task of the teacher is to control the correct use of grammatical structures, to help students if problems arise. To analyze the lesson, solve problems, it makes sense to organize feedback with students. It can be done in the form of a short questionnaire.

The Leader of the Nation N. A. Nazarbayev said, "Education is the main priority in our state, the decisive factor of our development." Thus, for the full assimilation of knowledge, the development of students' thinking, teaching free speech, open and full expression of their thoughts, expanding their horizons is the main goal of teaching and it is necessary to train each student in such a way that receives knowledge, skills and abilities at students' own discretion [5]. "CLIL", in connection with the updated learning process, is an effective method of implementing a trilingual learning program to achieve this goal.

### **Literature**

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### **DEVELOPING CULTURAL AWARENESS IN CBI CLASSROOM**

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