

DIDACTIC CONDITIONS OF TEACHING CHEMISTRY IN ENGLISH

Modern Kazakh society today is characterized by social modernization and the desire for global integration processes, where the leading position in the modernization process is taken by education. Chemistry has its own special place among school subjects. Fundamentals of chemistry - general knowledge about elements, substances, processes of their transformations and methods of their cognition, built on the basis of the leading ideas, theories and achievements of chemical science.

An important feature of teaching chemistry in a modern school is its interpretation as a general cultural value of cognition of the surrounding world and oneself. Modern education by its idea provides a significant strengthening of independent cognitive and student learning with the use of active teaching methods.

Teachers who teach a subject in English and provide subject-linguistic instruction must be proficient in English, with particular attention paid to the scientific style of speech in English.

Before introducing subject matter-linguistic teaching methods, chemistry teachers should determine the level of students' language proficiency. And to do this, they need to attend English classes in their classes and work closely with the subject teacher to set language goals. Such teacher collaboration will help create a supportive educational environment in the classroom.

1. The chemistry teacher's activities in preparation for lessons include the following:

- Observing students in their lessons during subject-language instruction in order to identify student difficulties and prevent them from occurring in the future.
- Working with methodological literature on the subject of chemistry and English.

- Selecting the minimum of vocabulary necessary for understanding the thematic material in the subject. Choice of methodological techniques for introducing new topical words in the subject.
- Selection of methods, methodological techniques, forms and means of subject-language teaching, taking into account the subject and language preparation of students, as well as the objectives set for the lesson.
- Preparation of didactic cards as well as visual material (illustrations, computer presentations, videos) in the native (Kazakh/Russian) and English languages.
- Active use of the educational online platform BBilimLend.
- Development of a lesson plan and outline, including the selected methods, methodological techniques, forms and means of subject-language teaching.

The chemistry teacher's activities in the process of subject-language instruction in the classroom include:

- Disclosing to students the algorithm of their activities in subject-language integrated instruction.
- Providing thematic information in English (oral story, conversation, written text, video material, etc.).
- Providing a variety of subject-language tools for chemistry instruction, for full student work: dictionaries, didactic cards, comparison charts, visual support cards.
- Checking the results of students' substantive and linguistic work.

Thus, for the organization of the process of subject-linguistic teaching of chemistry, the teacher can use various methods, methodical receptions, means and forms of the organization of educational activity which choice depends on the purposes and tasks of a lesson, the contents of studied thematic material and level of subject and language preparation of students at a modern lesson. After all a modern lesson is a workshop where possibilities are created for conscious assimilation of knowledge, for development of the pupil personality, for formation of its moral bases. Today a teacher is a person, teaching the ways of creative activity, directed to the independent acquisition and assimilation of new knowledge, and a student on a par with the teacher participates in setting goals and tasks of each lesson, defines the plan

of his work, chooses means and ways of reaching set goals. Thus, the modern lesson necessarily contributes to the self-realization of students, the demand for their creative potential and prepares the child for a successful life in today's society.

Today, the methodology of studying chemistry in conditions of integration with the English language provides an increase in the level of formation of bilingual informative and communicative competence of students, which is expressed in a fairly high level of mastering bilingual-integrative knowledge, in a high level of formation of informative and communicative skills; experience of bilingual communication. The given method stimulates students to study chemistry by means of communicative opportunities of English language and thus promotes strengthening of interest and motivation of schoolchildren to chemistry study. Qualitative knowledge of English of a modern school graduate is an urgent necessity since intensive rates and level of science and technology development in the world require free knowledge of English language for more qualitative and full-fledged obtaining of necessary theoretical and practical knowledge, skills and habits. This contributes to the development of communicative skills of students. In addition, learning in three languages, and as a consequence, knowing them almost perfectly, will contribute to familiarizing students with the culture and traditions of different nations. And this is nothing less than the formation of a multilingual personality.

Literature:

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