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***Trilingual education as a factor in the development of***

***intellectually gifted person***

***Key words***

*Trilingualism, giftedness, CLIL, physics, chemistry, biology, English, scientific-research works, competence, team-teaching*

**Abstract**

This article is about the implementation of trilingual education at school-lyceum № 79ю The author tells about teaching school subjects in Russian, Kazakh and English languages, in-depth teaching of languages, biology, chemistry and phisics in English and educational activities dedicated to the topic of trilingualism.

 The teaching of chemistry and biology by technology cooperation and CLIL methodology is described completely. It is told about system of work for the implementation of trilingualism through research and extracurricular activities of students.

According to the UNESCO concept, the concept of “multilingual education” implies the use of at least three languages ​​in education: the native language, the regional or national language, and the international language. The use of these languages ​​is “an important factor in the inclusiveness and quality of education” [4].

Any language is the most important means of communication, the guarantee of existence and progress of human society. The changes taking place in the modern world require the improvement of communicative competences and thorough language training of students. Only in this case they will be able to exchange thoughts in various life situations when communicating with other people, using the system of language norms and adequate communicative behavior. In other words, the main purpose of a foreign language is to form communicative competence, that is, the ability and readiness to carry out personal and cultural communication with others.[2]

The central figure of the school is the teacher. It is his competence, erudition, knowledge of languages ​​and personal qualities that determine what kind of generation we will have in the future. Each teacher is like a mirror of his students. This means that we ourselves must be fluent in three languages, because this is the main criterion for implementing this program. Changes in the world community, a large amount of information require teachers to constantly improve their skills. It is no secret that a specialist who speaks three languages ​​is in demand in the modern world. He easily adapts to any environment, is open to new things, confident in his competence, erudite and full of interesting ideas.

Since 2018, the school-lyceum has been teaching subjects in Russian, Kazakh and English, which is implemented both through classroom and extracurricular activities by:

• teaching physics, chemistry, Biology in English

The authors' group of teachers of Biology, Physics, Chemistry and English tested a substantive module-thematic principle for selecting theoretical material in Russian and translating it into English, developed a system of assignments and exercises on subjects taking into account the trilingual approach to its study. The proposed program is based on the methodological principle of teaching biology and physics in English, and not teaching English through these subjects. This principle allows students to acquire solid knowledge and the necessary competencies in the subject. Taking this principle into account is manifested in the selection and formulation of assignments and exercises, many of which are based on the selection of English-language terms for Russian-language terms, and vice versa, on the selection of definitions in one language for terms in another, as well as in the fact that theoretical text material in English is accompanied by its translation into Russian, etc. Another fundamental approach to creating a program in biology and physics in English is the modular-thematic principle of structuring the personality-oriented component - theoretical information and a set of exercises, tests and tasks. The third principle is the principle of minimizing, within the limits of necessity, text theoretical information presented in English. In accordance with this principle, a significant load on the acquisition of knowledge and the formation of skills falls on various multimedia means of audition, visualization. [1]

• extracurricular activities include organizing the work of the press center, theater, debate club, the work of the Ch. Aitmatov Museum, participation in competitions and the scientific community of students in three languages.

The implementation of trilingual education requires the use of modern teaching methods and approaches. Based on Integrated Learning of Subject and Language, double immersion in language learning is provided. Thus, in the courses "Physics in English", "Biology in English" and "Chemistry in English" in grades 8-10, knowledge is concretized in the main sections of the subjects; development of independent work skills; development of logical thinking skills, education of the will to overcome difficulties in foreign language speech.

Teaching of Biology, Physics and Chemistry in English is carried out using team-teaching technologies and CLIL (Content and Language Integrated Learning). CLIL considers learning a foreign language as a tool for learning other subjects, which is much more interesting and effective for students, because it occurs within the framework of an activity-based and communicative approach inherent in foreign language classes. Teachers of these subjects and English teachers together are developing and conducting lessons, taking into account the age characteristics of students, their level of knowledge, stimulate students' interests using educational videos on the topics being studied, involving students in discussions of what they have seen and heard, develop special tasks for compiling clusters, association games on a chosen topic, filling in semantic maps, insert technologies, step-by-step reading, composing questions, tests, etc., which contribute to a holistic perception of information in English.

The implementation of trilingual education in our school is also carried out through the scientific research activities of students. Our students like to choose the topics of scientific projects: "Homonyms in the works of English and Kazakh writers", "The problem of translating complex words into English in the works of Abai", "Expressive phrases in English and Kazakh satire" and these works have taken prizes in the region for several years. Together with our students, we find a lot of interesting things in the history of the languages ​​of Kazakhstan and Great Britain, create scientific projects on the topics of the integration of the linguistic cultures of both countries, the features of the style and morphology of the Kazakh and English languages.

This year, the school held a decade of extracurricular activities, the main goal of which was an experiment in introducing a new technology, Teaching in Cooperation (team-teaching). The decade was interdisciplinary in nature: it expanded students' knowledge in various fields of science, helped to recreate a more complete picture of the world by establishing interdisciplinary connections: history and Russian literature, biology and English, Kazakh, Russian and English. As part of this decade, we held an evening of friendship and solidarity "Atameken - the land of ancestors" in order to improve the level of knowledge of 8th grade students in the history, culture and traditions of the Kazakh people, develop a culture of communication in Kazakh and English, and foster a sense of patriotism as a quality of the personality of a future citizen of Kazakhstan. The students completed various interesting tasks, talked about love for the homeland, watched a legendary film about the creation of the land of Kazakhstan, studied the healing properties of kumys and shubat - national drinks of the Kazakh people, participated in an intellectual game, sang songs in Kazakh and English, in general, plunged into an atmosphere of hospitality and generosity, learned the wisdom of sayings of distant ancestors from the very beginning to the present day. The development of this event is included in the republican collection of scientific projects "Mangilik El".

The main thing in our work is the result. Our students must be ready to enter real speech activity. The younger generation is open to new ideas, thinks and thinks in terms of the future. Every year, 11th-grade students choose English and Russian literature as an elective subject for the UNT, and always score high marks in the Kazakh language.

Competent implementation of trilingual education will enable graduates of our schools to be communicatively adapted, will help to become competitive in the sphere of market relations, will give young people the key to world markets, science and new technologies, will create conditions for constructive cooperation in the world community, the path to knowledge of ethnic, Kazakh and world cultures.

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