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THE IMPORTANCE OF AN INTEGRATIVE APPROACH TO STUDENTS' OF LEARNING MATERIALS IN THE PROCESS OF FOREIGN LANGUAGE TEACHING

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Abstract. One strategy to increase the effectiveness of teaching English in university is described in the article. It is the blending of scholarly fields defined the article's goals and tasks. It offers studies and reviews of articles that address particular facets of the issue. It brought attention to the dearth of fundamental teaching resources for communication science and rapprochement shows that integration is being used in the educational process, particularly with regard to the development of professional capabilities outlined the elements of an integrative strategy for the early professionalization of foreign languages, including integrated courses, professional materials, and the teaching of English as a foreign language.

Key words: integrative approach, integrating academic disciplines, English language, interdisciplinary communication, improving the efficiency of learning, the literary text, the aesthetic properties.

In our country, the normative basis for the organization of the training system of future teachers based on international qualification requirements and training based on advanced foreign experience was created and the material and technical base was enriched. "...training of professional pedagogues who have thoroughly mastered foreign languages and the skills of using modern pedagogical technologies in the educational process, identifying young people with a high interest in the profession of pedagogy and introducing a continuous system of targeted training and education"[1] was defined as a task. As a result, the opportunity to develop learning materials for students has been expanded based on an integrative approach in the process of foreign language teaching.

Statement of the problem in general and its connection with important scientific and practical tasks. The socio-economic development of our country makes modern demands in the field of education. Under the influence of the growing volume of scientific and technical information, the content of education is constantly replenished, which leads to an increase in the number of learning materials.

Multi-subjectivity complicates the educational process, breaks scientific connections, and leads to duplication of material. Studying the problem of increasing the effectiveness of education in higher education, we concluded about the need to integrate learning materials. Progressive teachers of different eras – (Ya. A.

Komensky, K.D. Ushinsky, V.A. Sukhomlinsky) and others, emphasized the need for interconnections between learning materials to reflect a holistic picture of nature, to create a true system of knowledge and a correct worldview.

Analysis of the latest research and publications that examined aspects of this problem and on which the author bases his work; highlighting previously unresolved parts of the general problem. The idea of the feasibility of integrating the content of learning materials in order to develop students' holistic knowledge has been used in practice since the second half of the 20th century, as reflected in the works of (E.E. Minchenkov, P.G. Kulagin and other researchers. S.V. Vasilyeva, A.Ya. Danilyuk, K.Yu. Kolesina) and others in their works proposed to consider the essence of integration from the point of view of the pedagogical category. A major role in determining the specifics and possibilities of establishing relationships between learning materials was played by (A.V. Vikulov, G.V. Vorobyov, L.M. Dolgopolova, P.G. Kulagin, N.A. Provotorova, N.I. Reznik) and other scientists.

The works of these scientists consider interdisciplinary connections as a didactic condition for raising the scientific level of teaching learning materials, and integration as a principle in educational and cognitive activity, revealing didactic and methodological techniques and means of their implementation. The role of interdisciplinary connections and integration as a didactic principle, as well as its place in the system of other teaching principles, is studied in the works of (A. Ya. Danilyuk, K. Yu. Kolesina, N. A. Loshkareva, V. P. Maksimova, and others) [2].

The method of presenting educational material by a teacher by including additional information from other subjects of the same or another cycle in the corpus of his main subject was studied by I. D. Zverev and V. P. Maksimova [3]. They recommended establishing interdisciplinary connections within the educational cycles: humanitarian, physical and mathematical, natural and geographical, artistic. Studying integration, V. S. Bezrukova makes a conclusion that characterizes the state of the problem at the end of the 20th century.

"The few facts of pedagogical integration do not exhaust the widespread phenomenon. In general, the state of theoretical and practical pedagogy indicates an increase in integrative tendencies, the prevalence of integration in the content rather than in the process side of education, the manifestation of integration processes, first of all, in the consolidation of pedagogical formations, the complexity and diversity of options, types, mechanisms of pedagogical integration" [4]. However, despite the fact that modern scientists study different aspects of integration in the educational process, many problems have not been solved [5].

To date, there are no basic methodological developments on the issues of rapprochement and connection of sciences. It has not been fully clarified which

disciplines are more suitable for integration, which are based on the proximity of the content of topics and their logical interrelation. Formation of the objectives of the article (setting the task). The most important task of modern university education is to solve the problem of integrity, which requires technologies that are interdisciplinary in nature. The purpose of the article: to consider the process of integrating learning materials using specific examples and its impact on the effectiveness of learning.

Presentation of the main research material with a full justification of the scientific results obtained. With integrated learning, the similarity of ideas and principles is better traced than when teaching different disciplines separately, since this makes it possible to apply the information obtained simultaneously in different areas - theoretical, practical and applied. The integrative approach involves a uniform, equal connection of related topics of all disciplines, the study of which is mutually intertwined at each stage of student learning. It is designed to convey to students the commonality of subjects of one cycle, as well as to show the specifics of the content and methods of science in each subject [6]. Several areas of integrating learning materials and increasing the effectiveness of education can be identified. Firstly, it is the use of integrated courses, which allows cognitive goals to be subordinated to broader objectives, primarily the formation of professionally significant qualities of the student. When modeling the main components of such courses, it is necessary to focus on modern technologies [7].

We have developed an integrated course "Aesthetic Properties of Words and Their Analysis in Uzbek and English". This course involves expanding and deepening knowledge, developing additional skills and abilities in analyzing and interpreting fiction, and systematizing them. For the effective implementation of the developed model in practice at the preparatory level, the following organizational and pedagogical tasks were solved:

1. Forms of the educational process that contributed to the effective formation of professional competencies were identified. Priority was given to the system of practical classes and independent work of students in preparation for them.

2. Texts were selected, a system of exercises and tasks was developed for each level of analysis, aimed at forming the competence of philological analysis and interpretation of a fiction text from the studied perspective.

3. An algorithm for analyzing the aesthetic properties of a word was created. 4. A sequence of integration was developed for studying the aesthetic properties of words in the educational process.

5. The need for a methodological component was identified [8].

Both disciplines use a fiction text as a teaching unit, and mastering the analysis of foreign and domestic fiction texts allowed to expand the professional competence

of philologists. In addition, students significantly expanded their vocabulary of the English language. The author presented the development and implementation of the integrated course in the educational process in more detail in her dissertation.

During the integration of the two disciplines, as shown by the diagnostics of the data obtained during the study, the professional competence of students majoring in "Philology" increased through the formation of the competence of philological analysis and interpretation of a fiction text. Detailed results of the study can be found in the work.

Secondly, this is the use of integration in the educational process aimed at developing students' professional competence by means of a foreign language using interdisciplinary connections [9], which is preceded by: a) determining the structural and logical connections of academic disciplines of the specialized and language cycle; b) identifying the components that are subject to integration; c) identifying the conditions, methods and depth of integration [10].

Integration of several disciplines (foreign language and discipline by profession) becomes possible in the process of professionalization of English language. Such approach assumes studying of several specialized disciplines in English, which allows to increase significantly the number of classroom hours in foreign language, and also to introduce students to new topics, approaches, methods, existing in the profession, which they study.

Today, when we teach a foreign language or study learning materials, we directly encounter integrative situations. For example, in the case of working with numbers during foreign language teaching, it can be connected with mathematics; When language units such as morphology, syntax and homonyms are analyzed, cases of association with the mother tongue can be observed. In the research of scientists, engaged in practical implementation of interdisciplinary connections, the effectiveness of interaction of teachers of departments with each other is noted.

With close interaction of graduating departments and departments of foreign languages, specialized disciplines, appropriate for studying in English, are determined; teaching methods are adapted and common problems and issues for disciplines are identified, the analysis of which allows creating common programs for the educational process and developing methodological recommendations, lecture courses, workshops, and other learning materials.

Such an interdisciplinary alliance, according to N.M.Ahmedova[11], is a significant condition for an integrative approach to educational activities.

Thirdly, this is the widespread use of new forms of student work in the educational process, including independent work:

- ✓ work with professional texts (search, reading, retelling, selection and

registration of unfamiliar words, professional terms in vocabularies). Due to the fact that the terms of various fields of science and technology operating in the sphere of professional communication constitute the most valuable and informative part of the lexical system of the language of science, knowledge of professional terminology makes it possible to better understand this area. The use of scientific, technical and popular literature, video and audio materials, Internet resources, academic exchange abroad is assumed as priority teaching aids. The main sources of foreign terminology for students are professionally oriented texts and industry dictionaries, the incompleteness and lack of which is currently felt very acutely. This situation requires an immediate solution;

- ✓ seminars organized as a process of dialogical communication of participants, which presupposes the presence of different points of view. Students are focused on finding the right answers in different concepts on issues to be discussed;

- ✓ holding competitions for the best translation or retelling of a text in the areas of training, mini conferences, round tables, for example, the design and English departments offer a topic, and students make reports in English on the topic of the conference or round table with the invitation of teachers from two departments. For a better understanding of the text, slides with additional information are shown during the presentation.

Methodological meetings of the department with reports of teachers on the issue of teaching students, for example, a law institute or others, reading literature in their specialty can become a good tradition. To activate such work, it is necessary to unite the interests of teachers and increase their interest in the implementation of the project in order to teach students to master the technologies of extracting information from professional texts and the skills of writing reviews, reports, scientific articles, theses, abstracts, summaries.

All this will contribute to improving the quality of training, introducing an integrative approach, and obtaining a holistic education.

Conclusions of the study and prospects for further research in this area. Thus, the integration of academic disciplines, as practice shows, contributes to increasing the effectiveness of higher education. We see the further direction of scientific research in the field of an integrative approach in education in the development of such methods, where the integration of two disciplines - a foreign language and a subject in a specific area of training becomes possible in the process of early professionalization of the English language.

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