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INTEGRATIVE APPROACH AS A KEY COMPONENT IN TEACHING FOREIGN LANGUAGES

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Abstract: An integrated approach to the process of learning a foreign language is considered as a set of circumstances and internal, leading to an improvement in the quality of education. The integrated approach is studied as a complex pedagogical phenomenon. The main concepts, principles and technological components of the integrated approach to organizing the learning process are presented.

Key words: foreign language, learning process, integrated approach, teacher, forming, developing.

Introduction:

A particularly pressing issue today is the training of specialists in technical fields as the most priority in the modern system of higher education. Constant work is being done to improve the quality of the educational process, and subjects of the humanities cycle play a special role in this work. A key place is occupied by a foreign language, necessary for the fruitful implementation of engineering activities, accompanied by a huge amount of documentation in English. Increasingly, a dilemma arises on how to build the learning process in a technical university to ensure comprehensive assimilation and application of academic and professional material in the practical activities of students. An assistant that allows for such training is an integrated approach to learning. The main idea of this approach is the development of students' skills to work autonomously, find, evaluate, analyze and classify the information received in their native and foreign languages, using knowledge from different subject areas.

Literature review:

Integration in pedagogical activity is the process of combining diverse aspects of the educational process into a holistic methodological system that includes science, culture, technology and disciplines for a deeper understanding of the professional activity chosen by students. The key goal of such integration is both to improve the quality of education and to develop complex thinking, as well as to form in students not only specialized knowledge, but also a broad outlook, the ability to solve complex problems [1].

Scientific works by such Russian authors as Yu. A. Lukin , O. V. Gribkova, R. A. Tomakova [5], Yu. S. Shintyapina and G. Ya. Grevtseva emphasize and focus on the process of integration in

pedagogical activity. The integrative approach promotes the formation of optimal conditions for both independent learning and the development of students' intellectual potential, opening the way for their professional growth. Researcher V. F. Tenishcheva in her reasoning says that integration increases the level of the educational process as a whole by moving the pedagogical system towards its greater integrity [7, p. 87–90]. The author does not consider learning from the point of view of each individual subject; learning should be built in the aggregate of all subjects, which is why interdisciplinary connections are so important.

Discussions and results:

The integrative approach intensifies the learning process and also contributes to the formation of a personality ready for effective intercultural communication. Thus, the integrative approach provides an opportunity for the student's self-realization and self-identification. It transforms the thinking of learners who are used to following one particular cognitive pattern. A particularly important aspect of this approach is the activation of the moral sphere of consciousness. Through the integration of knowledge, it becomes possible to develop new educational courses that meet the needs of modern society. At the current stage of education, interdisciplinary connections are gaining relevance — learning proceeds through the integration of knowledge from different subjects. Foreign language lessons offer significant opportunities for building such interdisciplinary connections. The integrative approach in education is based on the general, objective unity of the world and a holistic view of the child's education in the context of their life activity, encompassing all modern educational approaches. This approach highlights the insufficiency of one-sided connections that place one component of the system above others, and instead reveals the diversity of such connections, allowing for a higher level of educational wholeness.

The implementation of the integrative approach is tied to several conditions. A crucial condition is identifying a foundation for integration. This foundation can be practically any school subject (history, mathematics, computer science, local studies, ecology), or any element of the educational system (a problem, an activity, a personality). All of them are inherently interconnected, and if placed correctly within the system, the overall picture of the world can be constructed based on any of them by establishing links with the others during instruction. Another condition for implementing the integrative approach is the teacher's readiness to work in an integrated manner. Fragmentation by subject is a problem not only in schools but also in professional education institutions. University students often study psychology, pedagogy, and teaching methods but struggle to apply them in real school environments. Teaching practice is often too short to develop the necessary skills, even under the guidance of experienced school mentors and university instructors. It is essential that universities instill an integrative attitude toward both "one's own" and "other" subjects. Without such a mindset, changes in schools are unlikely, as a teacher can only teach what they themselves know, and their training is often narrowly subject-specific. A teacher can help students adapt to the world around them only if they can rationally determine the place and role of their subject within the educational system and possess a holistic understanding of child development. Otherwise, harmony between the child's internal world and external environment may be disrupted, leading to sharper conflicts with the outside world. Therefore, integration of pedagogical knowledge itself is a necessary condition for the harmonious development of the individual.

The implementation of the integrative approach also requires cooperation between teachers and researchers. The fragmentation currently typical in schools does not prevent broadly thinking teachers from developing general learning skills, designing integrated lessons and courses, and thus raising the level of knowledge integration. However, teachers often lack a solid theoretical foundation to analyze and generalize their experience. In this respect, education researchers must

assist by providing schools with integrative teaching materials, comprehensive educational packages, and methodological recommendations for their use. There is a growing trend of partnerships between schools, colleges, and universities to develop comprehensive pedagogical concepts for school development and operation. This merging of theoretical thought and educational practice enables schools to function effectively.

Another important condition for realizing the integrative approach is its gradual implementation into school practice. The first step is to restore integration within existing subsystems, starting with the lesson. In theory, the level of integration is higher than in practice. Before tackling the broader problem at the level of "individual – education – society," we must align the goals, content, forms, and methods of instruction; unify the efforts of all teachers and mentors; and connect learning with the broader educational environment. One more requirement: the integrative approach demands specific organizational forms, which do not always fit into the traditional class-lesson system. These forms are based on cooperation, co-creation, and equal dialogue among participants in the educational process. Such forms include project-based learning, block-based instruction, cooperative learning, and subject immersion.

Conclusion:

Thus, integration is not limited to combining subject content, since learning is not merely the transmission of information. Education as a purposeful and artificially organized process is only one part of a students's life. In our view, integration encompasses not only subject content and not only all other components of the learning process — it also includes the entire educational system and all dimensions of human life and activity.

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