

WAYS TO IMPLEMENT INTERDISCIPLINARY CONNECTIONS WHEN TEACHING PROFESSIONALLY ORIENTED FOREIGN LANGUAGE COMMUNICATION**Khalilova Olima Akhatovna***The senior teacher of Foreign Language department, Karshi Engineering Economics Institute**olimaahatovna67@gmail.com*

Abstract: *One of the basic principles concerning the content and organization of the educational process at school and university today is the principle of interdisciplinary or interdisciplinary connections, where special attention is paid to “the activation of cognitive activity based on the principle of intersubjectivity.” The article discusses ways to implement interdisciplinary connections when teaching professionally oriented foreign language communication.*

Keywords: *interdisciplinary, professionally oriented foreign language, to increase the motivation, research projects.*

Introduction:

At present, when the requirements for the quality of knowledge of university graduates are steadily growing, the search for all possible means for their deeper professional training is of particular importance. For foreign language teachers at non-core university faculties, this task is complicated by the fact that in the process of teaching foreign language communication it is also necessary to promote the specialized training of future specialists. All this determines the need to establish close contacts between departments of foreign languages and special departments [7, 82]. It is worth noting that this problem is by no means new to the theory and practice of higher professional education. Thus, since the mid-80s of the 20th century, a large number of publications have appeared in scientific and pedagogical publications about possible ways to implement interdisciplinary connections in teaching students foreign languages. It was then that scientists and practical teachers first proposed the idea of cooperation between the Department of Foreign Languages and major departments in order to increase the motivation of students to study a foreign language and the quality of their preparation in this discipline.

Literature review:

E. I. Karasev, I. S. Lenskaya, T. I. Nepomnyashchaya, E. A. Blinova propose compulsory study of periodical literature in a foreign language when writing abstracts, coursework, articles, and the materials should be selected jointly by specialists from the Department of Foreign Languages and graduating department. L.G. Viktorova, in order to enhance the professionalizing impact of a foreign language course, considers it appropriate to create a laboratory for information and patent activities, which, using

the hours allocated for elective foreign language classes, will integrate the work of departments of special disciplines and foreign languages. Thus, according to the author, a foreign language will take its rightful place among the core disciplines at a technical university [6,110].

Discussion:

We highlight the following ways of implementing interdisciplinary connections: information-receptive, reproductive, research and problem. The information-receptive path is associated with the transmission and perception of interscientific information that makes up the content of the disciplines being studied. It is known that information can be learned only if it is included in the system of previously acquired knowledge, and is not completely new and incompatible with previous knowledge. For interdisciplinary learning, this is of particular importance, since the knowledge of different disciplines comes into relationship only on the basis of the fusion of someone else's and one's own experience [19]. Interdisciplinary connections of an information-receptive nature can be carried out in the following ways: reminder, message, illustration and specification of information using educational material from other disciplines. Information and reproductive implementation of interdisciplinary connections in relation to teaching foreign language communication can have a two-way direction. On the one hand, educational material from special disciplines is used in foreign language classes in order to expand students' knowledge of professional vocabulary (work in this direction has been going on for a long time); on the other hand, scientific and information sources summarizing the work experience of foreign specialists can and should be used in classes in the specialty. Based on the results of our analysis of scientific publications, we can assert that the possibilities of applying this approach in the practice of university education have not yet been completely studied and are fragmentary in individual universities.

Reproductive ways of implementing interdisciplinary connections include repetition, consolidation, reproduction, application, and transfer of educational knowledge recorded in memory. For example, these could be crossword puzzles of interdisciplinary content, compilation of glossaries in a foreign language on topics studied in special disciplines, and so on.

Since human activity is not limited to performing actions, not all types of interdisciplinary connections can be carried out through informational or reproductive means. The development of independence, activity and creative skills as necessary components of productive activity is carried out with the help of interdisciplinary connections of a research nature. The main feature of the research path of communication is the organization of activities of teachers and students aimed at solving creative problems that require the involvement of knowledge from different disciplines. The main way to implement interdisciplinary connections in a research path is through research projects. These include reports in a foreign language at conferences, coursework

and diploma projects, the defense of which is also carried out in a foreign language. The problematic path introduces an element of novelty into the content of the disciplines being studied, unusualness into the organization of activities, and creates the prerequisites for applying the acquired knowledge in practice. The ways to implement interdisciplinary connections of a problematic path are: problematic situation, problematic task and problematic question. It is problem tasks for which there are no ready answers that are the culmination of educational work. A so-called “field of intellectual tension” is created, which prevents you from getting bored in foreign language classes. Thanks to this, motivation to learn the language increases, and, at the same time, the intellectual abilities of the future specialist develop [18].

Conclusion:

Thus, compliance with the didactic principle of interdisciplinary connections is an extremely important and integral component in the process of training university specialists. Interdisciplinary connections carry out the synthesis of acquired knowledge, which ensures a continuous exchange of methods, principles, and ideas from one discipline to another. The implementation of the principle of interdisciplinary connections in the process of training specialists at a non-linguistic university is an effective means of improving the quality of education and the level of knowledge of students in the process of teaching foreign languages. The study of the above ways of implementing interdisciplinary connections allows us to draw the following conclusions:

1. The joint, coordinated work of teachers of the department of foreign languages and specialized departments on the selection of educational material for organizing teaching foreign language communication helps to enhance the professionalizing impact of a foreign language course, thereby placing it on a par with major disciplines in a non-linguistic university.

2. Educational materials in a foreign language, prepared with the assistance of specialists from graduating departments, taking into account the material previously studied by students, as well as the experience of teaching major disciplines, help to intensify the interest of students in learning a foreign language. 3. Active interdisciplinary connections transform a foreign language from a discipline into one of the means of obtaining professional knowledge.

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