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INTEGRATION OF FOREIGN LANGUAGE WITH FIELD SCIENCES

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Annotation:In this thesis, we talk about the inextricable connection of foreign languages with other fields, the need of the present time, the requirements for learning foreign languages. Nowadays, the knowledge of foreign languages is the most important requirement for the development of industries in order for them to be recognized by the whole world.

Keywords:foreign languages, interdisciplinarity, I.I. Pavlov, Physiological mechanism, conversation, communication, mental and logical activity.

The connection of a foreign language with other academic subjects is diverse and multifunctional. The most effective ways to improve the educational process of foreign languages are to improve both the content plan of the educational subject and its professional aspect, with the condition of using interdisciplinary communication. In this regard, two directions are distinguished in the implementation of interdisciplinary relations between a foreign language and other disciplines. The first direction is related to the expansion of the meaningful study plan of the subject in English by enriching it with linguistic (and in specialized classes - non-linguistic) information from various subject areas. The second direction, which describes the professional side of this educational discipline, includes the improvement of general educational skills, which increases the effectiveness of teaching foreign language learning, updating the knowledge acquired by students in the educational process, and will be aimed at systematization. It is also possible to use them later in foreign language and other subjects.

Mastering speech activities in a foreign language based on interdisciplinary connections (where the points of contact between vocational school subjects are clearly defined and methods of creating motivation are offered) meet the various interests of students, allow taking into account their individual characteristics and inclinations it is natural and creates the most convenient opportunities for practical use of language as a means of communication. As a result of observing practical activities in the classroom, we are convinced that interviews with teachers are random, episodic moments of work using interdisciplinary connections, unique methodological findings of a small number of teachers. Psychological foundations of effectiveness of interdisciplinary communication. The psychological basis of interdisciplinary communication was created by academician I.P. Pavlov's theory of dynamic stereotype and the second signal system. I.P. Pavlov considered the formation of complex systems in the cerebral cortex as a physiological mechanism of knowledge acquisition. "All learning consists in the formation of temporary connections - this is thought, thinking, knowledge." As a rule, objects

and events of reality, interconnected by a chain of various circumstances, appear interrelated in human memory. A person who encounters one of these objects or events can remember another object associated with it by association. There is such a situation in the life of every person that the event in which he directly participated is completely forgotten. Only by learning a foreign language do we start appreciating our mother tongue more. Since we started talking about it from childhood, we don't think about how it was built, often we don't realize its beauty. American scientists conducted a study and gave tasks to understand words to people who know several languages and observed their tomographs. The results showed that such people are better able to identify similar words compared to those who speak only one language. This ability helps to block out various distractions and focus on a single task. In a 2007 study by the American Council on the Teaching of Foreign Languages, children learning foreign languages received more math hours in their school curriculum than students who did not study foreign languages at all. was found to show better results. It's no surprise - learning the basics of another language will trigger your logical thinking. When learning a foreign language, the ability to remember new information improves, which reduces study time. Moreover, multilinguals tend to multitask. The essence of learning a foreign language is communication with other people. In order to improve communication skills, it is better to deal with people who speak this language or who have already learned this language.

CONCLUSION

Based on this, it can be concluded that in the process of mastering the method of mastering the knowledge of one subject and mastering another, the analytical-synthetic activity of students introduces more purposefulness in solving certain problems, increases the activity of independent work methods, better provides knowledge. It helps to organize mental activity and, finally, to develop a logical sequence in solving general and specific problems. They appear as a comprehensive approach to teaching and a means of strengthening its unity with education. It serves as a didactic condition for the activation of interdisciplinary communication, systematization of knowledge, formation of independent thinking and cognitive interest in the educational activities of students. There are several traditional methods of teaching foreign languages that are somewhat effective. However, the development of society requires the use of more useful methods and techniques. Knowing several languages is becoming the norm of life. In order to form a specialist who can solve important problems of communicating in a foreign language, innovative methods are needed for rapid and continuous learning of foreign languages. It is difficult to imagine the work of multinational companies without innovative, communication and information technologies. Another successful approach is the project method. The word "project" was adopted into European languages from the Latin "projectus" which means "thrown around", "to hit someone in the eye". Referring to foreign language teachers, the projects are prepared by the teachers and are carried out independently by the complex action of the students and end with the creation of a creative product. Thus, the method of projects is a set of educational and cognitive methods that allow students to solve this or that problem by necessarily presenting results as a result of independent efforts. Project methods help to solve several tasks: expanding students' vocabulary, developing learned lexical and grammatical material. Projects can be carried out in groups and individually. It should be noted that the project method helps students to be ready to work in a team, to take responsibility for the selection, to share responsibility with team members, to analyze the results, in general helps to



develop skills such as finding a language, solving problems in a team and individually. The goal of teaching a foreign language is communicative activity of students, that is, practical knowledge of a foreign language. Activation of the teacher's duties and activities, creation of conditions for the creative activity of each student in the educational process.

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