

INTEGRATED APPROACH IN TEACHING FOREIGN LANGUAGES IN TECHNICAL HIGHER EDUCATIONAL INSTITUTIONS

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Abstract *The article under discussion reveals integrated approach in teaching foreign languages in technical higher educational institutions. The author of the article considers that the use of integrated approach in teaching process leads to increased motivation for learning general subjects and a foreign language itself, and to the formation of readiness for professional activity in the context of integration processes in the economic, social and political spheres of life.*

Keywords: *vocational education, requirements, teachers, students, teaching methods, teaching methods and technologies, integration, educational process.*

Introduction The modern system of vocational education and training requires constant updating and improvement, as the requirements for education are changing annually, technical means in the field of education are developing and new, modern means and technologies of education are appearing. In connection with these changes, approaches to teaching methods and technologies are also changing, and requirements for both teachers and students in terms of improving general and professional knowledge are increasing. This means that a modern teacher should be in constant search for new knowledge, use modern teaching methods and technologies and skillfully apply new technical means to enhance students' knowledge.

Main part. The article under discussion is devoted to methods and technologies of integrated classes, implementation of the principles of integrated method of teaching a foreign language (English) to the students of technical higher educational institutions. The concept of "integration", in its general meaning coinciding with the concept of "integrativity", means the process of combining

individual parts into a single whole, which is subject to the laws of the relationship between the whole and its parts. The closest characteristics of integrativity may be integrity and mutual influence, and the property of integration is the principle of system formation. The Dictionary of Linguistic Terms defines "integration" as bringing languages closer to each other, leveling out their differences in the process of unification into one language. The word "integrated" in a New Glossary of Methodological Terms and Concepts (from Latin integer - whole) is defined as teaching that denies the division of knowledge into separate disciplines and is associated with a holistic perception of the surrounding world. Scientists state that the term "integrative" is in close proximity to its synonym "wholeness", stressing the interest not in the external manifestation of wholeness, but in the more powerful reasons for the presence of this property. Integrative factors that preserve consistency are referred to as system-forming factors, the most important of which are heterogeneity and contradictory elements. Thus, "integration" is the process of combining the parts in science and the emergence of new concepts as a result of this process. If we apply the notion of "integration" to the subject of "a foreign language", we can say that in the classes of this discipline when applying the integrative approach, we can widely use examples from other fields of knowledge, other academic subjects. These can be extracts from history and literature texts, mathematical tasks, the use of maps, audio and video materials, etc. The examples used can not only arouse and maintain students' interest, but also have a positive impact on their outlook and motivation, increase their cognitive activity, contributing to the improvement of their knowledge and skills. The nature of integration is an object of consideration for many researchers. For example, V.A. Ergelhardt has defined three steps in integrating parts and a whole: a) a system of connections and relations between parts; b) when parts lose their initial identification qualities when they become part of a whole; c) new properties emerge in the integrating whole. Speaking about integration in the educational process, one cannot ignore the works of who examines the nature of interrelation

of social and natural sciences, where the main thing, in his opinion, is not cooperation of independent partners, but mutual "sprouting". It is known that integrative processes in modern education imply the universalization of functions of each of its spheres, their systemic development, harmonization of relations between them. Each subsystem of the modern educational paradigm should thus increase the level of system integrity, which, in its turn, will lead to the formation of a global holistic system.

In accordance with the principle of communicative orientation, foreign language teaching is structured in such a way as to involve students in oral and written communication. In order to make such communication possible, a conducive environment is created in practical classes and extracurricular activities, such as classes of the Student English Communication Club, educational material is carefully selected and organized, possible situations and work techniques are thought through to stimulate communication. The learning tools always include authentic video, audio or printed material, and the tasks for the texts to be listened to or read are mainly communicative in nature, setting a communicative goal. Media can be integrated into language lessons in a variety of ways by developing activities based on radio programs, television shows, newspapers, and videos.

Thus, students' attention is focused not on the form of a statement, its lexical and grammatical content, but on the content, which, with little or no teacher intervention or supervision, ensures successful communication. Due to the existence of specific requirements for practical mastery of each type of speech activity in foreign language classes a certain distinction is made in teaching listening, reading and writing (differentiated approach), which is expressed in the selection of special exercises contributing to the formation and development of the required skills and abilities, appropriate training tools and is considered when drawing up tasks of current and final control. Besides in the process of forming communicative competence in teaching various types of speech activity not only differentiated but also integrated approach is implemented: if any particular task or

practical lesson in general is focused on a certain type of speech activity, a series of other tasks or lessons that are coming out to all its other types inevitably follows from them. In some cases, it is more appropriate to start with listening or reading instead of speaking, to learn language material or to introduce a new topic of conversation. The choice of receptive or productive types of speech activity is determined by the conditions under which one or another approach can ensure the greatest effectiveness and quality of teaching. The main methods of teacher's work in a foreign language classroom should include familiarization, practice and application, as well as control accompanying each main technological operation, including correction and evaluation.

Conclusion. Thus, the training of qualified specialists with knowledge of a foreign language and a broad worldview depends on the correct selection and organisation of each teaching material. When teaching a foreign language to students of technical higher educational institutions using the integrated method, the specifics of the method should be strictly taken into account. The introduction of integrated courses in the practice of foreign language teaching promotes communicative and cognitive motivation, which feeds the interest in mastering a foreign language. The leading role here should be that of teaching a foreign language as a means of communication, all aspects of which should be subordinated to communicative objectives. There is a definite relationship between communicative skills and integration. Integration is both the basis for the formation of communicative skills and the result of the implementation of communicative skills and the result of the implementation of communicative activities.

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