



PEDAGOGICAL TECHNOLOGY AND METHODS IN FOREIGN LANGUAGE TEACHING

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KEYWORDS

modern pedagogical technology, integration, ideas about, foreign languages, activities, subject content, high quality level

ABSTRACT

This article notes that in the age of modern pedagogical technology, not enough attention is paid to the integration of science. Even subjects such as foreign languages and foreign-language countries in the curricula of secondary special and higher education institutions are taught without systemic interconnection. Problem-solving measures are limited to setting terms for teaching these subjects in appropriate curricula or partially harmonizing the content of the subjects. To solve it radically, it is necessary to develop the necessary conditions, forms, content and tools for the integration of academic disciplines that provide high quality of knowledge acquired by students.

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INTRODUCTION:

Modern didactics offers a number of approaches to the integration of academic disciplines, but the generally accepted content, form, and means of this process have not yet been developed. Many educators work in the study of integration processes in education based on insights into the integration of fundamental sciences.

This is explained by the fact that integration first took place in fundamental sectors and then spread to the field of pedagogy. It should be noted that academic disciplines are different from scientific disciplines. This difference is reflected not only in their content, but also in the form, scope and depth of knowledge.

The purpose of the study of academic science is not to acquaint the student with objective novelty in science, but to form in it knowledge that has subjective novelty. Therefore, the integration of academic disciplines is different from these processes in science.

In this sense, integration can be seen as a form of interdependence aimed at correcting the shortcomings of the teaching system into historically composed disciplines due to the differentiation of disciplines.

The didactic nature of the integration of academic disciplines is determined by the need to develop the order and laws of pedagogical activities that allow to determine the conceptual structure and methods of formation of new knowledge in different disciplines. In the narrow sense, the integration of disciplines is an integral part of the synthesis of disciplines and scientific knowledge. The main purpose of the integration of academic disciplines is the synthesis of subjective new knowledge, and the main task of the integration process is the development of pedagogical technologies aimed at the synthesis of subjective new scientific knowledge.

Didactics offers different forms of integration, such as combining teaching materials from different disciplines into one course. However, pedagogical experience shows that such forms are not effective enough. We are in favor of preserving the system of teaching as a subject that has historically been part of the education system. Subjects should be relatively independent, as each represents a separate field of science with its own language, conceptual apparatus, methodology, research subject, and concept.

At the same time, opportunities to explore them in relation to each other need to be realized. This opportunity is provided, including through an interdisciplinary approach. It can be seen both as a form of integration of disciplines and as a method of synthesizing subjective new knowledge. We see the interdisciplinary approach as the most optimal direction for the science of pedagogy in the integration of general and special disciplines. We rely on the conceptual idea that the result of the integration of academic disciplines is the acquisition of new subjective knowledge that cannot be formed when disciplines are taught without interconnectedness.

In science, the process of interdisciplinary synthesis of new knowledge is very slow, sometimes lasting several decades. In the learning process, the teacher will have to “bring”

the student to a subjective new knowledge based on previously acquired knowledge in various disciplines in one or more sessions, or even minutes. That is, the conditions should be created for the synthesis of knowledge, not for its transfer. One of the technological ways to accomplish this task is to transfer knowledge from one field to another, which is the main mechanism for establishing interdisciplinary links. It should be noted that any state of knowledge transfer does not lead to the synthesis of subjective new knowledge. To do this, this knowledge must be inverted.

The inversion of knowledge involves the following processes:

- a change in the description of the transfer of knowledge from one discipline to another in order to activate the student's mental activity;
- to transform the interdependence of scientific knowledge into educational tasks;
- to determine the level of acquisition of interdisciplinary knowledge and skills that ensure that the student's creative abilities also constitute a professional orientation.

The knowledge of the disciplines becomes a professional knowledge in the process of studying the special sciences and internships of future philologists. If such changes are not made, if higher education and knowledge of special subjects are not applied to professional activities, they will be important for future teachers only as information of didactic value, not professional knowledge. The possibilities of integrating the disciplines of higher education are embodied in their content, because it expresses knowledge about the environment, which is unique in nature.

Research in pedagogy pays special attention to the development of a system of forms, methods and tools aimed at overcoming the fragmentation of the teaching of academic subjects, the methodology of the teaching and educational process, which is their basis.

How can this be applied to students' lives?

Reading is a form of mental work. There are millions of students in our country. Reading is a work in progress. What is clear is that this work can be more or less effective, depending on how much or how little effort is expended to achieve the same result.

Students should be taught to make both written and oral plans before each activity. Orderliness and economy in both social production and personal work depend on the availability and perfection of the plan:

The plan should include not only general but also specific measures of various educational factors that affect the student's personality.

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