

## USE OF INTERDISCIPLINARY COMMUNICATIONS IN ENGLISH LEARNING

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**Abstract:** The article proves the necessity of searching the most effective ways of reaching the best results in learning English using interdisciplinary relations.

**Keywords:** complex approach, scientific worldview, dialogue of cultures, informative process.

### INTRODUCTION

At the current stage of the development of the theory and practice of teaching, the issue of creating motivations for the educational activity of vocational school students is rightly considered one of the central issues. The quality of teaching largely depends on how motivated it is in the eyes of students. The problem of motivation is especially important when there is no natural need for communication. Therefore, for a foreign language teacher, the interest of vocational school students is important not only in the results of their work, but also in the process of achieving this result. One of the resources for increasing the motivation of vocational school students is the rational use of inter-subject communication.

### MAIN PART

Interdisciplinarity is the mutual consistency of curricula due to the system of disciplines and didactic goals. The didactic principles of the scientific nature and systematicity of knowledge require the arrangement of individual subjects in the curriculum in such a way that the study of one subject can rely on the knowledge provided in other subjects. Interdisciplinary communication is an appropriate means of a comprehensive approach to student education. The presence of interdisciplinary

connections in the curriculum allows secondary vocational school students to create an idea of a system of concepts and universal laws, and among high school students, general theories and complex problems [1, 17].

Interdisciplinarity increases the level of science teaching and the role of the student in forming a scientific worldview. There are different types of interdisciplinary communication:

- 1) information links - information level links between academic subjects;
- 2) conceptual connections aimed at forming common concepts for similar entities;
- 3) theoretical connections - systems of scientific knowledge in a certain field of science;

4) philosophical relations reflecting the categories of materialistic dialectics. "Interdisciplinarity plays an important role in the teaching of any subject. First of all, they serve as a support and basis for the full perception and understanding of new knowledge, the formation and development of skills; secondly, they allow to generalize and systematize the existing linguistic and speech experience and ensure completeness of knowledge " (V. A. Onishuk).

The material studied on this issue suggested ways to implement interdisciplinary communication in English language teaching, but nowhere did it say that the English language material is given one or two years before the due date or even more, and therefore not only the teacher faces difficulties (i.e. because he must first be able to explain the material correctly in his native language and this takes time, moreover, it is not accepted with pleasure and maybe only in some cases) , but also causes difficulties in children. Every student should learn a foreign language based on his mother tongue.

It should be noted that there are subjects of the vocational school cycle, and it is necessary to rely on them in teaching English. Concepts such as synonyms, antonyms, dialogue, monologue, description, narration, reasoning, compositional structure of speech, etc. from the mother tongue; quoting from literature - text, opinion, main idea, poems, proverbs, proverbs, etc. from visual arts - portrait painting, landscape, subject

composition is the basis for the teacher. It is necessary to create prospects for the use of interdisciplinary communication in teaching English.

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 side, with the condition of using interdisciplinarity. 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 [7, 41].

Let us first consider this problem in relation to the content of our academic subject. Regarding the connection of foreign language with other subjects in terms of enriching students' speech with (additional) linguistic information, two perspectives of its use in foreign language teaching are important: increasing the total share of universal information and learning a foreign language. It is necessary to increase the regional aspect of teaching, to increase the educational aspect of teaching a foreign language in a vocational school. Considering the following points about the humanities, their necessity is seen. :

- firstly, materials of regional studies mainly reflect the specific characteristics of a foreign language as a means of communication in a foreign language;
- secondly, when reading material about the country of the studied language in English, students significantly increase the opportunity to get acquainted with the reality

of the country of the studied language, which they hardly have the opportunity to get acquainted with when studying other subjects.

In the modern era of wide international cooperation and dialogue of cultures, it is necessary to reconsider the attitude to the country of the language, in particular, to avoid ideological labels, to see in it, first of all, the image of a friend, and to form loyalty to universal values. The idea of combining knowledge from different academic subjects is, as a rule, most effectively implemented in texts containing information (or events, their evaluations) from history and literature.

Traditionally, literature and history are among the subjects closest to the English language. These two subjects synthesize the universal and specific historicity as two fields of knowledge, and a number of moral, universal values that the creators of the word always set before themselves.

raises issues. This group of disciplines includes music, painting, etc., which solve common human problems with their artistic means.

It should also be noted that there is a certain correlation between intersubjective communication and communication skills. Interdisciplinary relations are also the basis of formation of communicative skills and the result of communicative activities [9, 172]. The main importance of interdisciplinary connections is that they allow to "connect" all the knowledge obtained in different classes into a single system and acquire new knowledge as a result of these connections.

Students should be taught the ability to extract and apply information from other subjects in English classes. This meets the demand of teachers and psychologists that "in the framework of educational activities, students should be oriented not only to knowledge itself, but also to the method of acquiring knowledge" (A.K. Markova). As for general educational skills, it is necessary to pay attention to those that are aimed at obtaining information from the text and describe reading as an informative process. It is intended to achieve the formation of the ability to divide the text into semantic parts and distinguish the main information from them, distinguish between basic and detailed

information. These and other skills are characteristic of national and cultural concepts characteristic of the English language. develops the ability to understand the regional geographical overview based on the formation of specific interdisciplinary skills. The ability to establish a causal relationship between the information of history, geography, literature while reading English texts forms the ability to apply the knowledge gained in the classroom in other subjects.

In connection with the development of general and special interdisciplinary skills, it is appropriate to determine the methods of their formation, which include activation, comparison and systematization. Mastering these methods allows students to establish and practice the connection of English with other subjects [6, 45]. The rules shown to prove the importance and obligation of relying on other subjects in the process of learning English can be considered very reliable.

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. Random, episodic work from observation of practical activities in the classroom, interviews with teachers, use of interdisciplinary connections moments, we are convinced that they are the unique methodological findings of a few teachers.

This situation cannot be considered satisfactory, because the existing literature emphasizes the importance of taking into account interdisciplinary information, defines the educational and educational functions of interdisciplinary communication, and most importantly, suggests a number of teaching methods for their use: interdisciplinary content issues , interdisciplinary problem questions, complex assignments, interdisciplinary tasks, complex visual aids, interdisciplinary texts, interdisciplinary crosswords, interdisciplinary tests, interdisciplinary homework, etc. [8, 196].

Psychological foundations of effectiveness of interdisciplinary communication. The psychological basis of interdisciplinary communication was created by academician I.P. Pavlov's theory of dynamic stereotyping and the second signal system. I.P. Pavlov considered the formation of complex systems in the cerebral cortex as a physiological mechanism of learning. "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.

But it is enough to remind him, or to remember one character himself, how clearly the whole story is reflected in his memory. The success of teaching depends to a large extent on the number of necessary interrelated information, events that help to develop students' abilities, help to quickly and accurately repeat previously acquired knowledge in memory. Interdisciplinary communication plays an important role in the formation of this ability. Any learning involves the formation of new connections and associations. New knowledge includes various connections (associations) with information that is available in the mind, obtained as a result of training and experience. In his time, L. S. Vygotsky wrote in his "Study of the development of scientific concepts in childhood" that "Each new stage of the development of generalization is based on the generalization of the previous stages." A new level of generalization occurs only on the basis of the previous one " [3, 104]. Based on these characteristics, teaching should be structured in such a way that students should be able to repeat previously acquired knowledge in order to better remember new material.

Things or events that are interconnected in nature are also connected in human memory. The ability of memory to memorize new things on the basis of previously known ones should not be limited to intra-subject connections, inter-subject

connections allow you to look at an object from different angles and remember it more firmly on a cross-system basis. unites the entire subject or phenomenon of reality. The most important features of the filling are described by the methods of semantic grouping of the educational material and the distribution of semantic reference points, the semantic ratio of what has been learned in relation to what is already known must be taken into account.

In the developmental education system, interdisciplinary connections can be seen as one of the ways of organizing students' cognitive activities. Therefore, it is easy to see the difference between interdisciplinary communication, in which in traditional teaching, control is carried out only by the external activity of students, and in the context of developmental education, it is always possible to control the related thought processes. going beyond formal knowledge [4, 84]. In this regard, interdisciplinary communication as a didactic principle should enter the technology and methodology of educational development, strengthen the control effect of this pedagogical system.

Therefore, influencing the selection and structure of educational material in a number of interdisciplinary subjects, increasing the consistency of students' knowledge, activating teaching methods, guiding the use of complex forms of educational organization, ensuring unity In one way or another, the implementation of interdisciplinary relations in the system helps to form the need for vocational school students not to limit themselves to one topic when explaining certain phenomena.

Taking into account the events that confirm that the traditional patriotic education of young people is gradually disappearing in our society, we want to pay special attention to spiritual and moral education, which is one of the main principles of the educational process.

The relationship between English, history, social studies and local history.

An important factor in the formation of moral values of a person is the humanization of the content of vocational school education. An important aspect in this matter is orientation to national culture. Studying the culture, history, local history of



the homeland is an integral part of teaching a foreign language and culture, because it is the key to understanding a foreign culture.

The concept of "homeland" begins with knowing the history of a place: a village or a city where a person lives. He should know and respect the traditions of his motherland. Often, when discussing these topics in English classes, you will come across that our children know more about England or America and are able to convey them in a foreign language than, for example, about their city.

Even in local history lessons about the history and culture of one's native country or in history and social science lessons about the history and culture of the country in general even with certain acquired knowledge, students cannot talk about it. It is in a foreign language, perhaps, first of all, a small vocabulary, and also because there is no demand for this knowledge. For a long time there was no need for this cultural material in English. At the moment, there is an opportunity to openly talk about our country to foreign tourists, businessmen, and colleagues. In addition, many people now go abroad for business trips, studies and vacations. And the question: "Tell us about your city, country?" - they apply, vocational school students' dictionary contains only information on the topic "Tashkent - the capital of our country".

When students get used to having to refer to knowledge from other disciplines on almost any topic, it is perceived as interesting and familiar. Then young people themselves begin to learn to use their knowledge to solve problems, answer questions, explain this or that phenomenon. Therefore, interdisciplinary connections are a necessary condition for organizing the educational process as a target system.

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 relations, systematization of knowledge, formation of independent thinking and cognitive interest in the educational activities of students.

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