**Hodovanets Nataliia**

Candidate of Philosophy Sciences, PH.D., Associate Professor

Department of Foreign Languages

State University «Uzhhorod National University»

Uzhhorod, Ukraine

nataliia.hodovanets@uzhnu.edu.ua

**Lehan Viktoriya**

Lecturer

Department of Foreign Languages

State University «Uzhhorod National University»

Uzhhorod, Ukraine

viktoriya.lehan@uzhnu.edu.ua

**Integrated Approach to English Language Teaching**

In the course of the constant growth of requirements for the quality of education and the search for effective teaching methods and technologies, new promising approaches are becoming increasingly important. Their search and introduction in educational institutions is caused by the need of the state for highly qualified specialists capable of business communication with foreign partners. A direct reflection of modern integration processes in the field of science and in the life of society is the use of integrated education technology by teachers at universities.

Integration processes in professional education in recent years have taken an increasingly important place, because they are aimed at realizing new educational ideals - the formation of a holistic system of personal knowledge and skills, the development of their creative abilities and potential opportunities. Therefore, the study of an integrated approach to teaching does not lose its relevance. The consideration of this problem was dealt with by such famous teachers as V.V. Davydov, I.Ya. Lerner, V.O. Onyshchuk, V.F. Palamarchuk, M.M.Skatkin, V.O. Sukhomlynskyi and others.

The analysis of scientific literary sources suggests that the concept of "integration" in education is complex and not unambiguous. Firstly, integration is seen as the goal of teaching, leading to a holistic view of a world in which all objects are interconnected. Secondly, integration is a teaching tool that involves identifying the general content of subject areas and establishing links between them. In our opinion, M. Prokofieva approached the definition of "integration" most comprehensively. She claims that integration - the process of interaction of elements with given properties, that is accompanied by the establishment, complication and strengthening of significant links between elements with sufficient grounds, as a result of such interaction, an integrated object (integral system) is formed with qualitatively new properties, in the structure of which individual properties of the original elements are preserved. The problem of integration in education at the present stage of the development of pedagogical theory and practice is more complex and is associated with a social phenomenon, the essence of which is that people's consciousness lags significantly behind the development of global processes does not have time to understand their content, causes of occurrence and relationship, which makes it impossible to predict the consequences [6, с. 76 – 77].

There are the following degrees of integration: subject (integrators are complex research objects or complex problems), problematic (integrators are common research methods); as well as horizontal (in natural sciences) and vertical (between groups of sciences) [3, с. 53 – 55]. The idea of integrated education is relevant because its successful methodological implementation is supposed to achieve the goal of high-quality education.

Sandra Mathison and Melissa Freimer in their work "Logic of Interdisciplinary Research" found that the use of integrated teaching leads students to acquire important life skills, such as the ability to solve problems and work in a team. The use of an integrated approach has helped to improve relations between students and teachers, as they have become partners, with a common goal and together they discovered the world which is rapidly changing and developing [4].

The concept of interdisciplinary integration, which is much wider than interdisciplinary relations, is also sometimes distinguished. Interdisciplinary relations are a reflection in the content of educational disciplines of those dialectical relationships that objectively act in nature and are learned by modern sciences. Integration establish not only the interconnection, but also the interpenetration of individual educational disciplines into each other. In pedagogy and psychology, the conclusion is substantiated that interdisciplinary relations are one of the important psychological and pedagogical conditions for increasing the availability and the scientific nature of education, its connection with the environment, activation of cognitive activity and improving the process of formation of knowledge, skills and abilities of students. At the same time, integration contributes to a systematic and holistic knowledge of the world. These general principles refer to the use of integrative relations in the study of any subject [1, с. 54].

As M.S. Bahariadtseva noted, the peculiarity of a foreign professionally-oriented language lies in the presence of interdisciplinary basis for integration (foreign language + special disciplines), but later, due to the organic interweaving of the linguistic and professional aspects, a transformation is taking place into the interdisciplinary integrated discipline [2]. This transformation contributes to effective formation of intercultural communicative competence of future specialists.

According to the accurate observation of N.P. Khomiakova, the idea of training specialists with developed foreign-language intercultural communicative competence - one of the main components of general professional competence - gives reason to talk about the emergence of a new concept, which correlates with the concept of a secondary linguistic personality for graduates of language universities - a secondary communicative professional personality [7].

Researchers determine the number of components of an integrated course in different ways. The approach of A.N. Shchukin seems to be optimal [8], according to which the integrated course includes the following components: language material, speech skills and abilities, knowledge of language means and rules of their use, educational and compensatory skills, the culture of the country of the language studied, spheres, topics, communication situations, authentic texts.

Foreign-language authentic texts, which facilitate the assimilation of professional terminology, are used to implement a meaningful aspect of integration processes. But the activity aspect of integration is manifested in the mastery of a foreign professionally-oriented language in order to solve specific professional problems.

The use of the principle of visualization in non-language faculties with integrated teaching of English professionally-oriented language is effective, as the scope of the English language determines the presence of visual aids in texts. The graphic visualization - special type of conditional graphic visualization which covers tables, schedules, schemes, charts etc.

On the other hand, an integrated approach should be considered. Practice shows that the most productive form of conducting classes is achieved using the principle of an integrated approach in the sense that all types of conversational activities are combined: reading, writing, speaking and listening, depending on the purpose of the lesson and its stages. Because in real communication it is impossible to distinguish one thing, separate from the other and at the same time maintain the process of communication, then when learning a foreign language, students naturally combine (integrate) language skills in order to achieve communicative goals. Therefore, there is a logical need to build the teaching process with an integrated approach. With a number of advantages, integrated language education combines thematic and non-thematic approaches to teaching. The chosen topic should be informative, interesting and important for students, as well as give a large number of language forms and functions. An integrated approach, naturally suggests a humanistic approach to learning, allows you to create a positive emotional atmosphere. This can be achieved in the following way: the lesson itself has a stimulating, informational character (with a mandatory combination of socio-cultural information) and corresponds to the topic that is being studied; the teacher helps to increase the confidence of students in their knowledge and in themselves. He should not interrupt the student, mistakes are corrected correctly, at the end of the class, in the form of exercises on certain structures, emphasizing that mistakes are typical. The lesson is held at a pace, without pauses, with a variety of tasks. Their use requires exercises to develop all language skills and abilities. The training includes the following stages: warming-up, presentation of the material, practice, gradual transition from educational exercises or tasks to free speech [5, p. 19].

Thus, the use of integrated teaching technologies is an effective tool, used to teach many disciplines, and in particular a foreign language. This approach allows you to get interesting and useful information and easily absorb it. It is worth noting the key role of the teacher, who should cooperate with teachers of other disciplines, skillfully allocate time, as well as correctly choose working methods and materials in the lesson.

Література

1. Архипова Т. Межпредметные святи: в чем их актуальность /Архипова Т. – К.: Учитель, 2001. – 125 с.

2. Багарядцева М. С. Интегрированное обучение студентов экономических специальностей иноязычному монологическому высказыванию на основе текстов профессионального содержания: диссертация... кандидата педагогических наук. – Екатеринбург, 2004. – 228 с.

3.      Іванчук М.Г. Основи технології інтегрованого навчання в початковій школі / М.Г. Іванчук. – Чернівці, – 2000. – С. 36-62.

4.Інтегроване навчання: тематичний і діяльнісний підходи [Електронний ресурс] // Нова українська школа. – 2017. – Режим доступу до ресурсу: <http://nus.org.ua/articles/integrovane-navchannya-tematychnyj-i-diyalnisnyj-pidhody-chastyna2/>.

5.      Морська Н.О. Інтегрований підхід до викладання іноземної мови. / Н.О. Морська // Проблеми лінгвістики науково-технічного і художнього тексту та питання лінгвометодики : [збірник наукових праць] / Вісник / Національного університету "Львівська політехніка" ; № 419. - Львів : Видавництво Національного університету "Львівська політехніка", 2001. – С. 18-20.

6. Наджафова С. Інтеграційні процеси в освіті / С. Наджафова // Наука і освіта. – 2015. – № 2. – С. 75 – 79.

7. Хомякова Н. П. Формирование специальной иноязычной коммуникативной компетентности юристов-международников в условиях контекстного обучения. – М.: Тезаурус, 2008.

8. Щукин А. Н. Обучение иностранным языкам. Теория и практика: учебное пособие для преподавателей и студентов. – 2-е изд., испр. и доп. – М.: Филоматис, 2006. – 480 с.