

**INTEGRATED FOREIGN LANGUAGE LEARNING****Khorunova Sabokhat***English teacher**National Institute of Fine Art and Design**named after Kamoliddin Bekhzod**(Tashkent, Uzbekistan)*

**Abstract.** *Need of search of new, effective training methods, the means stimulating assimilation of a training material was always realized in a technique of training in a foreign language. One of such methods is the integrated training in a foreign language through objects of an esthetic cycle, music, literature, the fine arts, technology — turned to soul and the student's heart.*

**Keywords:** *integration, interdisciplinary connections, in-depth study, increasing interest, developing students' aesthetic taste*

The need to turn to integrated learning is caused by a number of objective reasons that emerged during the work in high school. One of the most important problems, in my opinion, is the noticeable decline in students' interest in the German language. In addition, dissatisfaction is caused by the lack of thoughtfulness and development of existing programs and textbooks for secondary schools. The very specificity of the German language at its modern level encourages an integrated approach to teaching schoolchildren this subject, to integration.

The integration process (from the Latin *integratio* - connection, restoration) is the unification into a single whole of previously disparate parts and elements of the system based on their interdependence and complementarity. Integration is a complex interdisciplinary scientific concept used in a number of humanities: philosophy, sociology, psychology, pedagogy, etc. Problems of integration in pedagogy are considered in different aspects in the works of many researchers. The works of V.V. Kraevsky, A.V. Petrovsky, N.F. Talyzina discuss the issues of integration of pedagogy with other sciences. It should be noted that integrated learning is designed to reflect the integration of scientific knowledge that objectively occurs in society. Not covering interscientific connections or showing them superficially would be a big drawback of the modern school. Integrated training makes it possible to most effectively demonstrate interdisciplinary connections and the natural scientific method of research used at the

intersection of sciences. Ideas, methods and principles of integrated learning Integration in learning presupposes, first of all, a significant development and deepening of interdisciplinary connections, which are analogous to connections between scientific ones, a transition from coordinating the teaching of different subjects to their deep interaction. Integration of knowledge from various subjects is carried out using an integrated lesson. The system of integrated lessons is the basis of integrated learning. An integrated lesson is a specially organized lesson, the goal of which can be achieved only by combining knowledge from different subjects, aimed at considering and solving any boundary problem, allowing to achieve a holistic, synthesized perception by students of the issue under study, harmoniously combining the methods of various sciences, with a practical orientation. Signs of an integrated lesson: 1) a specially organized lesson, i.e., if it is not specially organized, then it may not exist at all or it breaks up into separate lessons that are not united by a common goal; 2) specific (united) goal; it can be set, for example, for a) deeper insight into the essence of the topic being studied; b) increasing students' interest in subjects; c) a holistic, synthesized perception of the issues being studied on this topic; d) saving study time, etc.; 3) widespread use of knowledge from different disciplines, i.e. in-depth implementation of interdisciplinary connections. Integrated course "Foreign language and painting" The need to find new, effective teaching methods, tools that stimulate the assimilation of educational material has always been recognized in the methodology of teaching a foreign language. One of these methods is integrated teaching of a foreign language through subjects of the aesthetic cycle, addressed to the soul and heart of the child: music, literature, fine arts, technology. The relevance of the study of this problem is a natural consequence of the task facing modern education: to form in students the perception of the world around them as an integral system, and of themselves as an active individual in it. To achieve this goal, it is necessary to solve the following tasks: 1. Study and analyze scientific research on the problem; 2. Analyze language integrated courses; 3. Justify the correctness of choosing painting as the second component of the integrated course "Foreign Language and Painting" for the education of an aesthetically developed personality. To solve the problems, the following research methods were used: 1) study of scientific literature on this topic; 2) studying the positive teaching experience of advanced teachers; 3) checking the effectiveness of using elements of the integrated course "Foreign Language and Painting" in German language lessons at school. The novelty of the study lies in the fact that the

integrated lessons “Foreign language and painting” were not considered either at the theoretical or at the practical level. Particular attention should be paid to the integration of a foreign language and culture in general, painting as an art form in particular. Among all types of arts, painting, having a specific language of expression and recreating various aspects of real activity, is most suitable for the formation of a full-fledged personality with the necessary experience of emotional, moral and spiritual-aesthetic attitude to life. Use of works painting in foreign language lessons allows the teacher to awaken students’ interest in art, develop good aesthetic taste, develop imagination, evoke positive emotions in students and deepen their knowledge of a foreign language. Revealing the rich artistic world created by famous painters of the past, the teacher helps schoolchildren understand the basic meaning of works of fine art, teaches them to give their own assessment of the paintings, and introduces young people to the world of beauty. The effectiveness of implementing the methods of the integrated course “Foreign Language and Painting” was tested in the course of teaching activities. The students were most interested in learning about the works of German artists of the 18th–19th centuries: Albert Durer, Carl Lessing, Heinrich Zille. To begin with, students were familiarized with the biographies of artists, then we studied vocabulary for describing reproductions, performed consolidation exercises, and ultimately, students had to independently describe the painting offered to them. This helped me to interest the group in learning the German language, increase motivation for the practical use of a foreign language and form the aesthetic taste of the students. The integrated course “Foreign Language and Painting” helps to increase the level of intercultural competence of pupils and students. During the analysis of teaching materials in foreign languages (Teaching Educational Complex “Steps”, author Bim I. L., publishing house “Prosveshcheniye”, teaching teaching materials “English Language”, Kuzovlev V. P., publishing house “Prosveshcheniye”), thematic texts and exercises aimed at formation of intercultural competence, introducing the realities of German life, important historical events, creativity and life of major figures of literature and art. Some of this information is presented in the form of paintings, illustrations, the other - in the form of authentic material: tickets, menus, monetary units, letters, postcards, etc. Thus, the use of regional information in the educational process, mastering the realities of German, English and Russian life, comparison their reality in different spheres of life: in culture, art, etc. contributes to the cognitive activity of students, the

expansion of their communicative activity, and is a beneficial basis for creating positive motivation among students.

### LIST OF SOURCES USED:

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