

**A COMPREHENSIVE APPROACH TO THE WORLDVIEW
AND DEVELOPMENT OF STUDENTS THROUGH THOROUGH
MASTERY OF A FOREIGN LANGUAGE**

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Summary. *This article presents examples and suggestions for the integration of foreign language science taught in medical universities, along with interdisciplinary connections, which will help medical students in the future to become mature and comprehensively educated. Integrating the disciplines, it opens up a wide path for students to understand the meaning of terms widely used in medicine in foreign languages, as well as to discuss with the staff of mature medical institutions around the world the symptoms of diseases, methods of their treatment, books published in foreign languages.*

Introduction: In recent years, the development of domestic education has been characterized by the fact that innovative activities in educational institutions are radically different from each other. One of the directions of education is the organization of differentiated education and upbringing based on the interaction of the educational process with a changing organization.

Relevance: Integrative pedagogical activity is one of the types of pedagogical activity in which thoughts and specific integrative tasks are actualized in the process of practical activities aimed at the field of education. In particular, the idea of integrating foreign language teaching is very relevant.

Methods: Methods of activity, methods of thinking, etc., in conditions of convergence and unification of qualitative knowledge, which is currently relevant, that is, these parameters are inherent in the processes of integrated learning, for example, the creation of problematic situations or emotional and psychological relationships in the classroom, providing mutual learning, that is, it is easier to use modern educational technologies that have proven their effectiveness.

On the high level of teaching foreign languages, N.Ya.Ryskulova recommends the integration of methods, forms and means of teaching through interdisciplinary connections^[2]. Integration of science-structural elements of the content of education – is the generalization of subjects similar in the sciences, as well as the implementation of integration based on the commonality of concepts, ideas, concepts in the presentation of individual sections of the curriculum. And it combines the main ideas, concepts, the subject being studied, acts as a bridge that creates a system in the content of sciences. In order to integrate the content of academic sciences, it is necessary to distinguish between the structural element of other sciences (for example, the study of history, a foreign language, ecology, geography, etc.), that is, the parts corresponding to each other (inherent in only one subject), and the component part. This eliminates duplication of topics when presenting integrated material in the process of teaching a foreign language and allows you to study many sections and topics more comprehensively.

We can talk about two levels of integration in relation to teaching a foreign language^[3]. The first program concerns many subjects related to other sciences (for example, social stud-

² Pulbere A., Gukalenko O., Ustimenko S. "Integrated technologies" // Higher education in Russia, 2004. — No. 1

³ Zagornaya L. P. "On the development of an integrated course "Foreign language + artistic development"// Foreign languages at school, 1992, No. 3 – 4

ies, history, world art culture, literature, ecology, geography, etc.) and is the development of a single universal program combining the content of the same disciplines. As an example, we can cite the topic "Development of biomedicine" for students of medical universities of Uzbekistan and abroad, which together with social studies will become the basis for the development of an integrated cycle of foreign language classes for students. The subject "Alternative medicine", along with history and geography, is the basis of an integrated cycle of foreign language lessons for students. Also, the topic "hereditary diseases of mankind" should be integrated with ecology and history, the science of virology and foreign languages.

Integrated classes help students to have a more general idea of the world in which a foreign language itself performs a certain task, and serve as a means of acquiring and transferring higher knowledge^[4]. Teaching in this style combines the educational, educational and developmental abilities of various academic subjects to help students develop in different ways and holistically. Also, integrated classes lead to the formation and development of a meaningful plan for teaching foreign languages and a broader interest of students, their interests and abilities in various activities. This creates favorable conditions for the practical application of knowledge, skills and abilities in the field of a foreign language and allows students to see the results of their work, get pleasure and satisfaction from it. Practice shows that students' interest in learning foreign languages decreases with the years of study. If at the initial courses students are interested in studying this topic due to the novelty and uniqueness of this educational stage, then at the middle stage there will be a need for additional motivation search. The decrease in interest among students is due to individual characteristics that are determined in a specific age and social environment of students^[5]. At this time, the level of students' assimilation of a foreign language, their individual abilities to cope with difficulties in learning it and the influence of interference in other disciplines begins to be clearly determined.

Conclusion: One of the reasons for the loss of interest in foreign languages among most students is the lack of a preposition of subjects in the program of foreign languages in professional disciplines and the need to pass these subjects in foreign language classes. If the curricula are integrated, we will be able to solve this problem to a certain extent if all special subjects are conducted in accordance with the topics of foreign language programs.

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⁴ Zanya L. Ya. "Education of ecological culture of schoolchildren by means of a foreign language"// Foreign languages at school, 1990 No. 4

⁵ Pulbere A., Gukalenko O., Ustimenko S. "Integrated technologies" // Higher education in Russia, 2004. – No. 1