

Integration and Interdisciplinary Communication in Modern School: Russian + English

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ABSTRACT

The article is devoted to the implementation of interdisciplinary connections, promotes deeper language learning, introduces it into a broad cultural context, productively develops personal qualities, and also corresponds to modern methodological experience.

KEYWORDS: *modern experience, the purpose of language learning, interdisciplinary integration, Russian as a foreign language, related disciplines, native language, English, integrated lessons*

The innovative processes taking place today in the system of pedagogical education most acutely raise the question of finding reserves for improving the preparation of a highly educated, intellectually developed personality.

The introduction of the integration of subjects into the education system will allow solving the tasks currently set for the school, namely, the comprehensive development of the personality of students, the formation, consolidation, deepening of knowledge.

Integrated learning affects the development of creative thinking of students, it contributes to the systematization, activation of educational and cognitive activity.

In the activities of all teachers, whether they are teachers of the Russian language, native or foreign language, it is aimed at the formation of a comprehensively developed, knowledge-seeking, sociable, healthy generation.

Often, in order to achieve our goals, we turn to each other for help and resort to the method of interdisciplinary integration.

The modern experience of language teaching testifies to the demand for interdisciplinary connections. This is also evidenced by the experience of other countries. The purpose of the lesson in Russian language and literature is to develop students' communicative abilities, expand their general linguistic and cultural horizons.

To achieve this goal, it is very important to use intersubject integration in the classroom. Interdisciplinary integration is considered as a goal and a means of learning. As a goal, it acts in the case when students are supposed to create a holistic view of the world around them, as a means – when it comes to finding a common platform for the convergence of subject knowledge.

The purpose of interdisciplinary integration is to form a holistic picture of the world for students.

At the same time, it is necessary to distinguish between the concepts of "integration" and "intersubject". "Intersubject" - shows the connection between subjects, but clear

distinctions between them are also visible, while integration is a union into one whole.

The use of interdisciplinary connections facilitates the entire course of learning, arouses great interest among students in establishing and assimilating connections between individual elements of universal knowledge and skills from various academic subjects.

A modern lesson of Russian language and literature should not be divorced from other related subjects: native language, foreign languages, history, social studies, mathematics, physics, biology, fine arts, music and other subjects. It is necessary to use interdisciplinary connections of disciplines of the cultural cycle as widely as possible.

This makes it possible to educate students in aesthetic taste, moral principles, creative nature and, in general, a harmoniously developed personality.

Experience shows, as academician L.V. Shcherba wrote, that "without having terms for comparison, it is very difficult to understand the meaning of words and categories of the native language. Very simply and naturally, a similar term for comparison gives a second, i.e. a foreign language."

As an outstanding linguist and a very subtle methodologist, he repeatedly emphasized this idea. He wrote, for example, that the comparison of foreign and native languages teaches students "not to glide over the phenomena of their native language familiar to them, but to notice different shades of thought."

He claimed that "it is possible to master the native language completely, that is, to appreciate all its riches, all its expressive means, to understand all its possibilities, only by studying a foreign language, including Russian as a foreign language."

Learning Russian as a foreign language is unthinkable to teach students without relying on facts about their native language. Teaching Russian as a foreign language can play an important positive role in deepening students' knowledge and developing their linguistic thinking in the process of involving them in lessons.

Comparative connections are established between Russian and a foreign language due to the similarity of the objects of study in both subjects. In order to better understand the essence of the studied phenomena of the native language, students are attracted to observe and compare the phenomena of the native language.

Taking into account this psychological factor, the forms of integrated lessons play an important role in the process of teaching students Russian as a foreign language. To do this, the teacher must think over ways to activate the mental

activity of students and choose the appropriate one from a variety of options.

These are guided tours and seminars, which have recently become very relevant work. If the lesson program allows, then you can prepare a dramatization for a specific topic. This type of lesson is especially interesting for students studying Russian as a foreign language. It is also very interested to use in Russian lessons to check the level of knowledge of students – these are quiz lessons.

The student is happy to complete the quiz tasks. Such lessons can be conducted both with individual students and by dividing them into small groups.

The advantages of such integrated lessons are obvious: knowledge is systematized, work on speech development is carried out, students' motivation increases and cognitive interest in learning is formed, their horizons expand, the skill of identifying links between facts is honed.

In integrated lessons, students choose the technology of information retrieval themselves, work more independently, exchange their knowledge, compare results, and learn different ways of information processing.

Thus, stage by stage, they learn to express and defend their point of view, to bring arguments from different subject areas, to evaluate the work of other students. And the teacher acts as a guide in the world of sciences, helps to master the necessary knowledge for successful socialization in society, contributing to the disclosure of creative abilities of students.

Thus, the relevance of our topic lies in the fact that the implementation of interdisciplinary connections contributes to a deeper study of the language, introduces it into a broad cultural context, productively develops personal qualities, and also corresponds to modern methodological experience.

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