

“ADDRESSING COMMON LEARNING CHALLENGES WITHIN THE ENGLISH LANGUAGE CLASSROOM”

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Abstract: *The article substantiates the need to search for the most convenient methods for achieving the best results in mastering the English language by students within the framework of interdisciplinary relations.*

Keywords: *integrated approach, scientific worldview, dialogue of cultures, information process.*

At the present stage of development of the theory and practice of teaching, the issue of creating motivation for the educational activities of vocational school students is rightfully considered one of the central issues. The quality of teaching largely depends on how much it is motivated in the eyes of students. The problem of motivation is especially relevant in the absence of a 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 reserves for increasing the motivation of vocational school students in their educational activities is the rational use of intersubject connections.

Interdisciplinary connections are the mutual consistency of curricula due to the system of disciplines and didactic goals. The scientific nature of knowledge and the didactic principles of systematics require the organization of individual disciplines in the curriculum in such a way that the study of one discipline can be based on the knowledge given in other disciplines. Interdisciplinary connections are an appropriate means of an integrated approach to student education. The presence of interdisciplinary connections in curricula allows secondary vocational school students to form an idea

of a system of concepts and universal laws, and among senior students - about general theories and complex problems.

Interdisciplinary connections increase the level of teaching a subject and its role in shaping the student's scientific worldview. There are various types of interdisciplinary connections:

1) informational connections - connections at the information level between academic disciplines;

2) conceptual connections aimed at forming common concepts for related subjects;

3) theoretical connections - systems of scientific knowledge in a particular scientific field;

4) philosophical connections reflecting the categories of materialistic dialectics.

"Interdisciplinary connections play an important role in teaching any subject. First, they serve as a basis for the full perception and understanding of new knowledge, the formation and development of skills; secondly, they allow for the generalization and systematization of existing linguistic and speech experience and ensure the completeness of knowledge"

The materials studied on this issue suggested ways to implement interdisciplinary connections in teaching English, but nowhere does it say that the English material will be given one or two years ahead of schedule, or even more, and therefore not only the teacher will face difficulties (i.e., because he must first be able to correctly explain the material in his native language, and this will take time, moreover, this will not be welcomed and, perhaps, only in some cases), but also create difficulties for the children. Each student should learn a foreign language based on knowledge of his native language.

It should be noted that there are subjects of the vocational school cycle, and it is necessary to rely on them when teaching English. From the native language, concepts such as synonyms, antonyms, dialogue, monologue, description, narration, reasoning, compositional structure of speech, etc.; from literature - quoting text, idea, main idea,

poems, proverbs, sayings, etc. from fine arts - portrait painting, landscape, thematic composition are the basis for the teacher. It is necessary to create prospects for the use of interdisciplinary connections in teaching English.

The relationship of a foreign language with other academic subjects is diverse and multifunctional. The most effective ways to improve the learning process in foreign languages are to improve both the content plan of the academic subject and its professional aspect, using interdisciplinary connections. In this regard, two directions are distinguished in the implementation of interdisciplinary connections of a foreign language with other subjects.

The first direction is related to the expansion of the content of the English language curriculum by enriching it with linguistic (and in specialized classes - non-linguistic) information from various disciplines. The second direction, which describes the professional side of this subject, involves the improvement of general educational skills, which increases the effectiveness of teaching reading in a foreign language, is aimed at updating and systematizing the knowledge acquired by students in the educational process. It also ensures their subsequent application in the classroom in a foreign language and other subjects.

Let us first consider this problem in relation to the content of our subject. As for the connection of a foreign language with other subjects from the point of view of enriching students' speech with (additional) linguistic information, two perspectives of its use in teaching a foreign language are important: It is necessary to increase the total share of universal educational information and increase the regional aspect of teaching a foreign language, to increase the educational aspect of teaching a foreign language in a vocational school. Their necessity is evident, taking into account the following considerations regarding the humanities:

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

reality of the country of the language being studied, which they almost do not have the opportunity to get acquainted with when studying other subjects.

The modern era of broad international cooperation and dialogue of cultures requires a reconsideration of the attitude towards the country of the language being represented, in particular, an emphasis on avoiding ideological labels, seeing in it, first of all, the image of a friend, and forming a commitment to universal human values. The idea of unifying knowledge from different academic disciplines is, as a rule, most effectively implemented in texts that contain information (or events, their assessments) from the disciplines of history and literature.

As for general educational skills, it is necessary to give priority to those that are aimed at obtaining information from the text and characterize reading as an informational process. It is intended to achieve the formation of the ability to divide the text into semantic parts and highlight the main information from them, to distinguish between basic and detailed information. These and other skills develop the ability to understand regional geographical interpretations based on the formation of interdisciplinary skills, delving into the specific features of national and cultural concepts inherent in the English language. When reading texts in English, they form the ability to establish causal connections between historical, geographical, literary information, and the ability to apply knowledge gained in the classroom in other subjects.

Mastering speech activity in a foreign language based on interdisciplinary connections (where the points of contact between the subjects of the vocational school are clearly defined and methods for creating motivation are proposed) naturally meets the diverse interests of students, allows them to take into account their individual characteristics and inclinations, and creates the most favorable opportunities for the practical use of language as a means of communication. As a result of observing practical exercises in the lesson, we are convinced that the use of interdisciplinary connections in conversations with teachers is a random, episodic moment of work, a unique methodological discovery of a small number of teachers.

On this basis, it can be concluded that the process of mastering knowledge in one subject and mastering the method of mastering another introduces more purposefulness into the analytical-synthetic activity of students in solving certain problems, increases the activity of independent work methods, and ensures better knowledge acquisition. It helps to organize mental activity and, finally, to develop a logical sequence in solving general and specific problems. They are manifested as a means of strengthening an integrated approach to teaching and its unity with education. They serve as a didactic condition for activating the implementation of interdisciplinary connections in the educational activities of students, systematizing knowledge, forming independent thinking and cognitive interest.

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