



## THE METHODOLOGICAL ANALYSIS OF INTEGRATIVE APPROACH IN TEACHING ENGLISH IN HIGHER EDUCATION

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### ABSTRACT

*This article highlights a methodological analysis of the use of an integrative approach to teaching English in higher education. In addition, it is said that it is very important to take into account the grammatical and lexical skills of students in the process of teaching English with specialized subjects. More precisely, it is necessary to assist in finding the correct translation of words when translating texts or phrases.*

**KEY WORDS:***co-operation, international communication language, grammar skill, lexical skill, an integrative approach, methodology.*

### DISCUSSION

"Integration (lat integratio-recovery, replenishment from integer-whole) - 1) the Union of differentiated parts and functions of the system, the organism into a whole; 2) the process of convergence and communication of Sciences, occurring along with the processes of their differentiation. Integrative processes determine the transition of professional educational institutions from highly specialized education to education in groups of professions and professions of a wide profile."

For representatives of different Sciences, it became obvious that human research at the current level requires an interdisciplinary combination of efforts to take into account the complex interaction of external and internal factors, as well as the functioning of the individual as a whole. It is already understood and linguists, previously oriented to "objective" systemic description of language as a self-sufficient entity, however, the move to an anthropocentric paradigm with recognition of the need for interpretation of language as a component of a coherent ensemble of mental processes involved in social interaction of the individual will remain an empty Declaration without the development of a new methodology - an integrative approach, able to overcome the crisis that has world the science of language.

Methodology in Uzbekistan publications has traditionally been understood as the fundamental provisions of the General philosophical theory of

knowledge, but recently it has been called either the theoretical provisions / principles of a particular science or a single work, or a list of research procedures, or a combination of both. It seems that in this situation, it is useful not only to deal with the problem of methodology, but also to distinguish between issues of theory, terminology and research tools.

An integrative theory cannot be a simple mosaic of the overall picture of a person from fragments carefully honed by individual Sciences, each of which comes from its own coordinate system and sees what is described from its own bell tower. It is necessary to develop a holistic theory based on the "centripetal" principle of coordinating different angles of view on a person and able to overcome both the "centrifugal" nature of narrowly specialized research and the dictatorial aspirations of Sciences that are considered (or treat themselves) as "leading" or "more equal among equals". It seems that this task can be accomplished by international interdisciplinary teams of scientists who are based on the presumption of their colleagues' minds (even if they share different points of view), who are open to understanding a different theoretical approach, and who are ready to take the position of an interlocutor or a jointly developed common position for a business discussion of the advantages and disadvantages of different points of view or interpretations.

The brake on the development of the methodology of the complex science of man is served



by the provisions that pass into the status of scientific prejudices, interpreted as "classic" and accepted as the truth in the last instance. This applies to all Sciences that are related to a person, but do not study it holistically, but in a dissected ("detailed") form, often not thinking about the realism of the theoretical postulates and models being developed, their consistency with the results of scientific research in related fields.

In Uzbekistan mastering English language is an important challenge facing every employee. As we know many governments have co-operation in many areas like power-engineering, technology, education, pharmaceuticals, medicine and art. According to this, many countries as well as Uzbekistan have been working hard on bringing up mature, outstanding, competitive and completely English speaking staff. Though, knowing English widely opens doors to a bright future. It increases the chances of getting a good job and making a successful career in flourishing companies within a native countries or abroad. English is also regarded as an international communication language.

Taking into consideration all this requirements, there's paid a great attention to English lessons in every educational institutions especially in higher schools of Uzbekistan. Higher education standards of learning English are aimed at forming students' professional knowledge, skills and abilities. In the course of studying process students learn new information, put it into practice and solve problems set by teachers[1]. In order to get high achievements in classes there are used a number of approaches. For example, competitive, communicative, integrative approaches are widely used to teach English. An integrative approach also plays a significant role among the others. Integrative lessons are ones that bring in aspects or information from two or more subject areas relating to a learning objective. This kind of approach helps lessons to be held more interesting and effective. For instance, future biologists, chemists, geographers can learn English at their special lessons. In addition to this, the role of an educator plays a great role. On the basis of this, teachers face the problem to have an excellent methodology for teaching students that would allow them to be actively owning knowledge and solving cognitive problems.

The integrative approach is a system based on integration as the leading principle of creating innovative learning systems, characterized by complexity, synthesis, generalization of its elements, universalization and specialization of the content of education. This approach covers all components of the educational process, providing a functional relationship of all elements of the content of professional training, creating conditions for the

formation of methodological competence of a specialist in foreign language education. With integration, it is possible to break out of the framework of a single discipline, demonstrate in action how everything in the world is interconnected, and at the same time increase the motivation for studying your subject.

Students' grammar and vocabulary skills must be taken into account by a teacher during integrative lessons. The reason is that the English dictionary is unique. Some of English words have several kinds of meanings and these can make students get confused during the translation of a sentence. So, it is necessary to orient learners to enhance their lexical skills. On the principle that, many students come across to difficulties while determining an exact meaning of a word.

Occasionally they are at loss to give an appropriate interpretation. It is wise to pay students' attention to the following factors:

- The internationality of terminological lexis;
- Ways of a word formation;
- The synonymy of terms;
- Lexical compatibility

It would be widely-highlighted, if there existed the main illustration between the sciences of nature and English. Natural sciences include subjects like chemistry, biology, zoology, geography and so on. Some words related to this science may be used in a daily life. Students can have a chance to learn their professional terms by doing different exercises or translating texts. By implementing given tasks they manage to sort out an appropriate definition of an intended word.

For example:

1. "Branch" this word refers different meanings as a part of a tree or a part of a company or organization.
  - a) A bird were singing on a **branch**.
  - b) Many **branches** were cut off the apple tree.
  - c) My brother works at the **branch** of a big company.
2. "Root" this word also has a number of meanings.
  - a) Elm trees have shallow **roots**.
  - b) My family **root** is from Italy.
3. "Cell"
  - a) There are billions of **cells** in blood.
  - b) The suspect was in the police station's holding **cell** overnight.
  - c) She tried to phone your **cell** phone but couldn't get through.

On the whole, all methodological ways of teaching English have peculiar features that support lessons to be conducted perfectly. In order to have a



major scientific achievement in this sphere, both teachers and students must show an ambition bearing responsibility to their motherland and duty.

A crucial role in the holistic functioning of the pedagogical system is played by the interaction of its components, which are considered from three positions:

- from the psychological-individualization of training by taking into account the leading modality as well as creating favorable conditions for the transition to subject-subject relations in the "student-teacher" system»;

- from pedagogical - creating a pedagogical system based on integration and differentiation, changing the subject content, as well as creating optimal conditions for the development of each student's subjectivity by implementing a set of methods, forms and means of training, organized taking into account the individual characteristics of students;

- social-formation of subjective personality qualities that allow you to successfully adapt in society; to show and reveal the unique, unique personality of each student.

Thus, the integrative approach, having a pronounced tendency to complex research, is an objective basis for the integration of psychology, pedagogy, androgogy, acmeology, physiology, methods and disciplines of specialized training. The interrelation and interpenetration of disciplines presuppose the construction and implementation of the concept of an integrative approach in learning.

Thus, the system in the construction of an integrative approach determines the features of modeling the educational process, in which the student acts as a full subject of knowledge and self-development.

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