

**INTERDISCIPLINARY CONNECTIONS AS A GUARANTEE  
OF THE EFFECTIVENESS OF THE PROCESS OF TEACHING A FOREIGN  
LANGUAGE IN A HIGHER TECHNICAL EDUCATIONAL INSTITUTION**

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Undoubtedly, an important component of obtaining modern, high-quality education is the study of a foreign language, as proficiency in a language provides numerous advantages both during the course of study and after its completion. Moreover, the contemporary need for continuous lifelong learning requires constant improvement of personal skills and the acquisition of new knowledge. Mastering a foreign language allows to be engaged with contemporary scientific achievements not only within the home country but also beyond its borders. Furthermore, it provides opportunities for enhancing one's qualifications and exchanging experience abroad.

Teaching a foreign language at higher educational institutions in the humanities involves an aspect-based approach, where lessons are separated into those focused on developing speaking, reading, and writing skills. Practical phonetics and grammar are also taught. At the same time, foreign language instruction at technical universities is characterized by relatively fewer classroom hours and a combination of developing all necessary skills within one lesson. In our opinion, it would be beneficial, if possible, to separate lessons on professional vocabulary and the study of technical texts from those focused on developing oral and writing skills, which would involve studying grammar and using lexical-grammatical structures during the writing of professional texts.

Ukrainian scholar O. Krat points out that «professional education should ensure not only the mastery of a set of knowledge and skills, including communicative competence in the foreign language being studied, but also the development of professionally significant personal qualities, which strengthens and makes significant

the social aspect of any professionally-oriented learning. A crucial role in this process is played by the motivation to learn a foreign language, which is expressed in the need to organize professional communication, including in a foreign language. Therefore, one of the main features of a foreign language as a subject is its professional orientation, which should be reflected in the goals and content of the education» [2, 70].

Another important direction in foreign language teaching is the close connection with the professional components of the curriculum. «Interdisciplinary links in foreign language teaching can be implemented in the following main areas:

- forming the necessary system of concepts for the worldview of the student, based on scientific facts, theories, laws, ideas common to related scientific fields; forming common skills for related subjects, primarily elementary ones, which serve as the basis for more complex methods of understanding the conceptual connections between subjects <...>;

- forming, based on generalized knowledge and skills, correct evaluative ranking of subject knowledge, where interdisciplinary connections and worldview educational problems play a special role;

- forming polytechnic knowledge and practical skills, which require the complex application of basic scientific knowledge in practice» [1, 267].

As aptly noted by O. Solovyeva, «the use of interdisciplinary connections in foreign language lessons encourages students to learn the language. Two directions of using interdisciplinary connections between foreign languages and other subjects can be distinguished:

1. The first direction is related to expanding the subject-content plan of foreign language reading by enriching it with linguistic information from various subjects <...>.

2. The second direction involves improving general educational knowledge, which helps students systematize information» [3, 91].

Currently, the Ministry of Education emphasizes the need to translate theoretical knowledge into practical application, which requires increasing practical lessons and

reducing theoretical ones. This approach to teaching should also be applied to foreign languages. If we consider the teaching of languages in specialized humanities higher educational institutions, the involvement of native speakers has long been effectively used in the training of translators and linguists. In our opinion, this experience should also be adopted by specialized technical higher educational institutions.

### References

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