THE PRINCIPLES AND EFFECTIVENESS OF INTERDISCIPLINARY INTEGRATION IN TEACHING FOREIGN LANGUAGES

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Annotation: This article examines the role of interdisciplinary integration in teaching foreign languages within the education system of New Uzbekistan. Theoretical and practical aspects of integrative methodology are analyzed, emphasizing its importance in developing students' ability to synthesize knowledge, think critically, and communicate freely in a foreign language. The study also explores international practices, particularly the CLIL (Content and Language Integrated Learning) model, which combines subject and language learning effectively. Furthermore, the article substantiates that implementing integrative approaches in New Uzbekistan's education system plays a crucial role in preparing students for international certification exams such as IELTS and TOEFL, which assess multidisciplinary academic skills.

Keywords: interdisciplinary integration, foreign language teaching, methodology, communicativeness, CLIL, innovation, New Uzbekistan, competence.

In the era of New Uzbekistan, the main goal of ongoing educational reforms is to nurture independent, critically thinking, and globally minded youth equipped with modern knowledge and skills. Teaching foreign languages plays a central role in this process, as it not only enhances linguistic competence but also develops communication culture, critical thinking, and intercultural competence among learners.

In the past, language teaching was largely based on memorizing grammatical rules and vocabulary. However, modern education has shifted towards integrative, innovative, and learner-centered approaches. Teaching a foreign language in harmony with other subjects provides learners with an opportunity to apply language in practice, understand cross-disciplinary connections, and broaden their worldview. As President Shavkat Mirziyoyev noted, "Every young person in New Uzbekistan must master foreign languages to communicate with the modern world - this is the foundation of a competitive generation." Therefore, strengthening interdisciplinary integration in education is not only a necessity of our time but also a new stage in language education.

Interdisciplinary integration is a methodological approach that combines the content of different subjects within a unified educational process, allowing students to acquire knowledge in a comprehensive way. This approach enhances logical thinking, analytical reasoning, and understanding of interconnections between disciplines.

Learning a foreign language becomes more effective when it is taught in connection with other subjects. For instance, during English lessons on "Global Warming," students can explore ecological terms from biology, geographical concepts, and economic implications. In this way, integration transforms language from a mere tool of communication into a means of acquiring knowledge and understanding global issues.

The Necessity of the Integrative Approach in New Uzbekistan's Education

In today's globalized world, students are preparing for international examinations such as IELTS, TOEFL, and CEFR. These tests involve texts and listening materials covering a variety of disciplines, including biology, sociology, economics, history, and technology. Hence, a modern language teacher must not only teach linguistic rules but also introduce interdisciplinary knowledge.In real-life communication, academic writing, and international

research, language and subject matter are inseparable. Therefore, the integrative approach in New Uzbekistan's education serves several key purposes:

1. To foster cross-disciplinary thinking among learners;
2. To make the learning process practical, engaging, and meaningful;
3. To teach the use of language in academic and social contexts;
4. To improve students' success in international certification exams.

The CLIL (Content and Language Integrated Learning) model is widely used in international education systems. It is based on the principle of teaching academic subjects through a foreign language. This model is successfully implemented in Finland, the United Kingdom, South Korea, and Japan.

In CLIL, students do not just learn a language - they learn through the language. For example, biology, history, or mathematics lessons may be conducted in English. As a result, learners achieve two goals simultaneously: mastering subject knowledge and using the language in an authentic, meaningful context.

Adopting the CLIL model in New Uzbekistan's schools will develop not only students' linguistic competence but also their academic literacy, analytical reasoning, and logical writing skills.

The advantages of integrative learning can be summarized as follows:

1. Students learn language in real-life, meaningful contexts;
2. Lessons become more interesting, informative, and motivating;
3. Teachers use creativity to combine linguistic and subject knowledge;
4. Students develop independent and analytical thinking through cross-disciplinary connections.

For instance, when studying "Water Pollution" English and biology can be integrated. Students can discuss the causes, effects, and solutions of water contamination in English, thereby enhancing both ecological awareness and language proficiency.

It is important to note that this approach does not neglect other subjects; instead, it unites them in a single educational process. A foreign language serves as a universal key that connects disciplines and opens access to modern scientific knowledge.

To effectively implement interdisciplinary integration in the education system of New Uzbekistan, the following measures are recommended:

1. Gradual introduction of the CLIL model at different educational levels;
2. Specialized training for foreign language teachers in interdisciplinary methodology;
3. Development of bilingual teaching materials for integrated subjects;
4. Creation of digital platforms for interactive interdisciplinary lessons;
5. Launching "Subject + Language" projects for teachers and students.

Through these measures, education in New Uzbekistan will become more systematic, innovative, and globally competitive.

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