

навчання сприяє підвищенню конкурентоспроможності сільського підприємництва та інтеграції у міжнародні ринки. Інтеграція мовної підготовки з інноваційними підходами у менеджменті сільського бізнесу, сільському туризмі та гостинності сприяє підвищенню конкурентоспроможності українських підприємців та створює передумови для сталого економічного відновлення регіонів.

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INTERDISCIPLINARY INTEGRATION IN ENGLISH

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The principle of interdisciplinary integration facilitates the implementation of each of the other teaching principles, just as all these principles create the didactic foundations for the systematic realization of interdisciplinary connections. These principles include: 1) accessibility and durability; 2) an individual approach and collective activity; 3) activity and consciousness; 4) the unity of teaching and upbringing; 5) visualization (clarity); 6) systematicity and последовательность (consistency); 7) scientific character; 8) the connection of learning with future professional activity.

However, as school experience shows, the wide use of interdisciplinary connections is hindered by a number of factors:

- lack of coordination between curricula in foreign languages and other school subjects, which prevents students from consciously transferring knowledge, skills, and abilities from other subjects to the foreign language and from the foreign language to other subjects;

- недостаток interesting and cognitively engaging reading materials in a foreign language, which often duplicate facts and events already known to students, resulting in a decrease in their informational value for readers;

- lack of purposefulness in organizing work aimed at developing students' general academic skills common to all subjects, including foreign language (in didactics they are called general learning skills), and in further applying the knowledge acquired by students in foreign language courses.

At the same time, numerous observations of the practice of using interdisciplinary connections in secondary school, the advanced experience of creatively working foreign language teachers, and their desire to diversify their lessons with new thematic content related to what has already been studied in other subjects studied in parallel, or with new material from other subjects, allow us to speak about the existence of reserves for their use. Thus, at present, the problem of interdisciplinary connections in teaching a foreign language in secondary school lies in the need to resolve the contradiction between the potential possibilities of interdisciplinary connections and the episodic nature of their use, which encourages researchers to search for new ways of implementing them.

Mastering a foreign language, beginning with familiarization with its elements, gradually, as knowledge, skills, and abilities accumulate, moves to a qualitatively new stage characterized by the synthesis of everything previously acquired. At this stage, the foreign language can be used more fully as a tool and means of understanding reality. The interconnection of a foreign language with subjects of other academic cycles is of great importance for mastering practical language skills and abilities.

Interdisciplinary connections, as an independent principle, determine the goal-oriented direction of all components of the teaching process (its objectives, content, forms, methods, means, and results) toward solving the tasks of forming a system of knowledge about nature, society, and labor, as well as a worldview. The orientation of all teachers toward interdisciplinary connections as a mandatory requirement develops a main line within the teaching staff, a general trend and strategy of the educational process. Interdisciplinary connections in coordinated collective, group, or individual work of teachers become a principle for constructing the didactic system. Such a system may have a local character, be limited to a single topic, cover several topics connected by leading ideas common to a number of subjects, or unite a group of courses that solve a complex interdisciplinary problem. In a didactic system built on the principle of interdisciplinarity, all stages (links) of the activities of both teachers and students

are reorganized. The teaching activity of the teacher and the learning-cognitive activity of the students have a common procedural structure: goal – motive – content – means – result – control. However, the content of these stages differs in the teacher's activity, which has a guiding character, and in the students' activity, which has a controlled character. Under the influence of interdisciplinary connections, the links of the content and methods of implementing the specifics of these connections are interrelated and interdependent.

At the first stage, students acquire knowledge about the structural elements of the content and methods of interdisciplinary connections. In this case, interdisciplinary connections function mainly as a didactic condition for improving the learning process. At the same time, they act as a means of forming students' general educational skills. The next stage is motivational. Teachers create situations that require the use of interdisciplinary connections and the application of knowledge and skills acquired in the study of different subjects. Students become convinced of the need for such connections for solving educational tasks.

The following stage is the practical implementation of interdisciplinary connections in the educational process. Students actively apply knowledge and skills in complex interdisciplinary problems. Teachers coordinate the interaction of different subjects and direct students' cognitive activity. The final stage is evaluative. The results of applying interdisciplinary connections are analyzed, and their effectiveness is determined. Based on this analysis, the content and methods of teaching are improved.

Thus, interdisciplinary connections represent an important didactic condition that ensures the integrity and effectiveness of the educational process, contributes to the formation of a holistic worldview, and prepares students for practical activity. The next stage is the resultative stage, when conclusions and generalizations are formulated, included in the system of scientific and moral worldview knowledge, and recorded as new, more advanced skills and abilities. Achievements in mastering new knowledge, skills, and abilities are noted, and progress in students' educational and work activities is observed.

The activity cycle ends with the control stage, during which the teacher evaluates the preparedness of students in relation to interdisciplinary connections, carries out assessment and mutual control between subjects, and checks and evaluates the quality of acquired knowledge and new knowledge (systematicity, completeness, flexibility, and operational efficiency). This stage encourages students to self-assessment and self-control of their knowledge and its complex application in practice, and outlines prospects for further work in the given direction. The named stages interact with each other and act as links in the dynamic structure of the learning process. Each link is characterized by a special type of students' cognitive activity in accordance with its specific functions, but at the same time, general learning tasks are implemented in each link: knowledge is acquired, thinking and speech are developed, imagination and memory are

strengthened. In each link, the educational and developmental influence on the student's personality is carried out, enhanced by interdisciplinary connections.

In implementing interdisciplinary connections as a principle of teaching, the content of each type of student activity becomes more complex, the ways of its implementation are improved, evaluative judgments are developed, and communicative connections in the process of applying knowledge from different subjects are strengthened. The interconnection of all types of activity included in the educational process becomes more evident.

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РОЛЬ ІНШОМОВНОЇ ПІДГОТОВКИ У ЗМІЦНЕННІ МІЖНАРОДНОГО ПАРТНЕРСТВА ТА ПІСЛЯВОЄННІЙ ВІДБУДОВІ УКРАЇНИ

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Післявоєнна відбудова України потребує комплексного підходу, що охоплює модернізацію інфраструктури, реформування державних інституцій, посилення міжнародної співпраці та розвиток людського потенціалу. В умовах глобалізованого світу ефективна інтеграція у міжнародний простір є неможливою без високого рівня володіння іноземними мовами, що дає змогу забезпечувати міжкультурну комунікацію, участь у міжнародних проектах, залучення інвестицій та обмін професійним досвідом. Саме тому іншомовна підготовка постає стратегічним чинником, що визначає якість міжнародної взаємодії та впливає на успішність відбудови держави.