



**Degtyaryova T.S.**

## **Integration Potential of Foreign Languages as a Teaching Subject**

A language serves as a means of storage and transfer of knowledge from one generation to another, and this includes all the accumulated knowledge, not merely linguistic. Due to that reason, a foreign language can be integrated with natural sciences and liberal arts in teaching. It can also be used to acquire knowledge related to history and literature as well as all the areas of practical activities and arts.

Informatization is a global social process characterizing the current development stage of the modern society and one of its particular features is integration. Therefore it has become necessary to review the established structure of scientific knowledge and develop new teaching approaches. One of the possible solutions for this problem is to develop integrated courses and programs.

According to F.G. Khisamendinova and R.G. Zakirova, the number of integrated programs involving linguistics is much lower than the number of integrated courses related to natural sciences. This can be easily explained: unlike natural sciences that have long been established as individual disciplines, linguistics became a separate area of scientific knowledge much later [2]. According to I.Y. Zimnyaya, one peculiar thing about foreign languages as a teaching subject is the lack of subject itself. It is studied as a means of communication, whereas topics and situations for discussion are introduced from without. This is exactly the reason why scientists remained skeptical about integrated language courses for a long time [1]. However, at the moment the process of integration involving foreign languages is developing actively. Integrated linguistics courses include not only languages but also history and arts. Such programs increase the motivation for students studying foreign languages and develop their imagination helping them transfer and generalize information belonging to different areas of knowledge and sciences as well as develop an integrated understanding of the world and they create a special interaction space in the process of teaching.

The integrated approach helps teach people how to communicate in the real-world setting as they use their speaking ability and it points out how speech is used in everyday situations. It is no secret that when students who majored in subjects other than linguistics graduate from universities and colleges and start working they experience a lack of professional foreign language vocabulary in their respective area, which hinders successful professional communication in a foreign language environment. The primary reason is that it is hard for students to apply their knowledge of the foreign language in the professional context as well as to apply their professional knowledge when they study the foreign language [1].

The problem described above substantiates the expediency of the integrated approach in professional training of future specialists in a foreign language based on the



relations between the subjects and ensuring professional, practical, and communicative emphasis of the training course.

Integrated programs based on broad literary, musical, and artistic information provide a multi-dimensional understanding of the reality and demonstrate the role of the language as an element of culture. Yet it should not be forgotten that the major goal of integrated language programs is not simply to sum up the knowledge of the language but rather to discover the correlation and external connections with other areas of knowledge as students learn to solve problems related to their professional activities.

The results of the analysis of the existing foreign language courses lead to a conclusion that the potential of foreign languages as a basis for subject integration may result in highly effective foreign language training if integrated teaching methods are applied. We believe that such training must be started at the early stage (first years of studying) and continue until the graduation. As students finish one course and move on to the next one, the knowledge can be integrated in the teaching program starting with special terminology borrowed from foreign languages and ending with student performances in foreign languages.

The discussed process of developing a teaching approach can be illustrated by a number of examples from our practical and experimental experience.

By involving a foreign language in the painting course, we provide students with an opportunity to imagine that they are part of the action thus encouraging them to share their ideas, thoughts, and feelings. Making posters, models, and newspapers with arts students makes them express and enhance their understanding of the surrounding objects as well as use their thinking and speaking abilities.

Another interesting example is practical classes related to outstanding personalities in arts. Students majoring in arts, drama, or vocal performance can communicate in a foreign language, which encourages them to master the language and apply it as a means of communication when they interact with students from other departments. In this respect, the scope of opportunities related to integration during practical classes is wide. The topics include the history of music, theater, and arts (stories about musicians, opera singers, artists, and actors; stories behind masterpieces), etc. Discussions can also be related to imaginary and actual situations since the arts are not only part of the external environment but also the professional area for students of such schools.

Integration of regional geography, study of local lore, and socio-cultural studies bring the contents and the forms of teaching up to date and ensure the accumulation and storage of knowledge and the ability to apply them in any circumstances. There are many topics that can be discussed involving this kind of knowledge. Some examples: Countries speaking the specific foreign language – geographical location, political system, and cultural life; Capital cities of the world; History of the Bolshoi Theater; Traditions in the countries speaking the specific foreign language; Traditions of the homeland; Famous people of the country; Golden age in the history of the Russian arts, Elements of street arts in your country.



By discussing such topics in class, students studying foreign languages apply their knowledge of different subjects, both fundamental and professional – history, geography, economics, and sociology. This way, the same problem can be studied from different angles. For instance, when students study the story behind some piece of art, they first need to learn about the relevant historical period, the biography of the author, and then the story how the piece was created; this way, they get a multi-dimensional view of the reality. The objective of the students is to apply all their knowledge as they express their thoughts.

Thus, teaching a foreign language in an integrated environment helps students diversify their knowledge, improve their education and manners, which can be achieved by uniting educational, training, and development capabilities of different subjects, and it also helps them gain a more full understanding of the world, in which a foreign language is a means of learning and communication. I would like to emphasize that the purpose of a foreign language course is to prepare students to take part in intercultural communication related to social, political, and professional topics.

#### **Literature**

1. I.Y. Zimnyaya. Psychology of Foreign Language Teaching in School. Moscow; Pros-  
vetscheniye, 1991.
2. F.G. Khisamendinova and R.G. Zakirova. Introduction to Linguistics. Sibai, 1999. P.11.