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**PROBLEMS OF TEACHING PROFESSIONAL SCIENCES AND ENGLISH  
LANGUAGE IN THE FACULTIES OF NATURAL SCIENCES BASED ON  
AN INTEGRATIVE APPROACH**

**Annotation** *The article proposes the issue of teaching professional subjects at the faculties of natural sciences in the system of higher education, connecting an integrative approach to the subject of the English language. Emphasis is placed on the importance of teaching using an integrative approach in non-philological universities, and its shortcomings are also emphasized.*

**Key words:** *assimilation, integrative approach, professional English, non-philological faculties, faculty of natural sciences, natural science.*

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**ПРОБЛЕМЫ ПРЕПОДАВАНИЯ ПРОФЕССИОНАЛЬНЫХ НАУК И  
АНГЛИЙСКОГО ЯЗЫКА НА ФАКУЛЬТЕТАХ ЕСТЕСТВЕННЫХ НАУК  
НА ОСНОВЕ ИНТЕГРАТИВНОГО ПОДХОДА**

**Аннотация** *В статье предлагается вопрос о преподавании профессиональных предметов на факультетах естественных наук в системе высшего образования, подключая интегративный подход к предмету английского языка. Делается акцент на важности обучения с использованием интегративного подхода в нефилологических вузах, а также подчеркиваются его недостатки.*

**Ключевые слова:** *ассимиляция, интегративный подход, профессиональный английский язык, нефилологические факультеты, факультет естественных наук, естествознание.*

Today, the problem of students' language skills remains relevant for non-philological faculties. In the Faculty of Natural Sciences, students' study of specialized subjects in English is one of the priority factors in the development of modern higher education [1]. For this reason, the amount of information in foreign languages related to nature and oil and gas continues to grow every year. This situation is the most dynamic situation for supporting international information exchange in various sectors such as economy, law enforcement [2, 3].

The level of training of practical bachelors who know foreign languages well is an important direction not only in non-philological or technical educational institutions, but also in the foreign economic activity of the state. It should also be remembered that the competition in the educational market is increasing year by year, and this will undoubtedly affect the quality of education and become important for the employer when choosing a specialist [4].

In order to maximize the joint study of English and the technical professional component of education for applied bachelors in natural sciences, we have proposed that some science lessons be taught mainly in English using an integrative approach.

First, theoretically, the problems of pedagogical integration studied by K. D. Ushinsky. He developed the psychological and pedagogical foundations of interdisciplinary relations. Thus, according to K. D. Ushinsky, the acquisition of knowledge in separate subjects is not a separate process, but represents a single interrelated system that should strive to objectively reflect the existing reality. [5].

One of the main aspects of the lesson content is the content of the subject, that is, a lot of attention is paid to previously studied topics. These are general chemistry, inorganic and organic chemistry, physical chemistry, biology, geography, anatomy, physics and other basic concepts and terms in the training process. Learning natural sciences using English involves the use of English based on the tools of speech activity. We recommended to learn the content of the materials through assimilation, i.e. in parallel form in English and "subject" technical languages [6].

If we remember the specific conditions of teaching a foreign language in non-philological and technical educational institutions, it is observed that there are several shortcomings in the implementation of this goal:

There are a number of difficulties that the teacher faces when conducting classes in the format of a comprehensive combination of the mother tongue and foreign languages. Students entering the first cycle will have different levels of English language training. While graduates of schools specializing in foreign languages understand and assimilate information faster, this situation is more difficult for students who have studied in rural schools and have little or no English. While graduating schools specialized in foreign languages youngsters understand and assimilate information faster, but this situation is more difficult for students who have studied in rural schools and have little or no English. Explaining the relevant subject in English to such students at the same time requires skill and hard work from the teacher. Therefore, it is important to pay great attention to positive motivation from the first stage, to understand the need to study English together with technical sciences for a successful professional career of the student.

We believe that if we bring an integrative approach to the process of teaching professional English, students can learn more about their specialty, and this approach will give full results in the process of developing communication skills.

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