

**METHODOLOGY FOR DEVELOPING STUDENTS' ORAL AND WRITTEN SPEECH
THROUGH INTERDISCIPLINARY CONNECTION IN MOTHER LANGUAGE
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Abstract. The article discusses effective methods for developing students' oral and written speech through the use of interdisciplinary connections in native language lessons. An interdisciplinary approach is important in broadening students' worldview, increasing their vocabulary, and developing logical thinking skills.

Keywords: Mother tongue, interdisciplinary connection, oral speech, written speech, integration, methodology, creative thinking, speech culture, educational technologies, student activity.

In the current educational process, developing students' speech culture, forming independent thinking and communication skills is one of the most important tasks of native language lessons. In this process, interdisciplinary connections - that is, teaching the native language in conjunction with other subjects - broadens students' worldview and enriches their speech.

Interdisciplinary communication in native language lessons is aimed at enriching students' oral speech, increasing written literacy, expanding vocabulary, and developing logical and creative thinking. The importance of interdisciplinary communication is that interdisciplinary communication means that a student can strengthen concepts related to other subjects through one subject and deepen knowledge through real-life examples. For example: The type of communication of a subject connected with the native language results in literature, artistic text analysis, expressive reading develops aesthetic speech. Mathematics, analysis of text problems, formation of logical speech, computer science, electronic text creation, presentations, development of written speech in digital form.

Interdisciplinary project work is carried out in groups, where it is necessary to prepare an essay, story or oral presentation on topics taken from other subjects. Speech games and creative tasks "Make a story from one word", "Explain a scientific term" game. Use of multimedia and technologies to strengthen oral and written speech through slides, videos, electronic dictionaries. The result is that as a result of native language lessons taught through interdisciplinary connections, students' vocabulary increases, oral and written speech becomes fluent, logical thinking develops, and knowledge in other subjects is strengthened. Conclusion. Interdisciplinary connections make native language lessons more effective. Students learn the content of each subject by connecting it with speech activities, which significantly develops their language culture, clear expression of thought, and written literacy skills. To increase vocabulary, master special scientific terms and scientific terms. To develop logical thinking, to verbally substantiate relationships such as cause and effect, similarity, and difference between concepts in different disciplines. To strengthen skills in working with text, to analyze, process, and express one's attitude to texts of different styles, such as historical sources, scientific articles, and geographical descriptions. To improve communicative skills, to be able to freely apply knowledge gained in other disciplines in monological or dialogical speech, in different speech styles.

The methodology for integrating interdisciplinary connections in mother tongue lessons is critically important today due to the evolving demands of the 21st-century knowledge economy.

Traditional language teaching often compartmentalized language skills, treating grammar and vocabulary in isolation. However, to thrive in complex, information-rich environments, students need to utilize language not just as a set of rules, but as a tool for inquiry, synthesis, and communication across different fields of knowledge. Promoting deep, contextualized learning. The primary relevance lies in moving beyond rote memorization to deep, meaningful learning. Contextualization by linking mother tongue lessons with subjects like History, Science, Geography, or Literature, abstract linguistic concepts (e.g., argumentative structure, cause-and-effect language, descriptive imagery) are immediately placed into real-world contexts. Students don't just learn how to write a persuasive essay; they write one arguing a specific historical thesis or debating an environmental issue. Knowledge Activation this approach transforms the language classroom into a space where knowledge acquired in other subjects is activated and consolidated through practical language tasks. For example, scientific vocabulary learned in biology is reinforced through summarizing a science text, thus enhancing both scientific literacy and reading comprehension.

Enhancing essential 21st-century skills the methodology directly addresses the need to develop skills highly valued by higher education and employers globally. Critical thinking and analytical skills students must analyze content from various disciplines (e.g., historical documents, statistical data, literary critiques) and use their language skills to synthesize, evaluate, and articulate their findings. This requires advanced oral skills (e.g., presenting complex data, defending an argument) and written skills (e.g., formal report writing, analytical essays). Effective communication in the modern world, communication is rarely uni-disciplinary. Professionals must discuss science with policy-makers, or history with sociologists. An interdisciplinary methodology prepares students to navigate this by mastering register, tone, and audience adaptation when discussing varied subject matter. Information Literacy integrating subjects exposes students to diverse text types and genres (e.g., technical reports, philosophical essays, archival records), teaching them how to locate, evaluate, and cite information appropriately—a cornerstone of academic integrity and research competency.

Fostering holistic language and cultural development the approach supports a more holistic view of the mother tongue as the vehicle for national thought and culture. Intellectual sophistication by engaging with complex ideas from multiple fields, students develop a more sophisticated “language of intellect”—a vocabulary and syntactic complexity necessary to express nuanced and abstract thought in their native language. This is crucial for their ability to participate effectively in the intellectual life of their community and nation. Bridging the theory-practice the methodology provides practical tools for educators to design integrated learning experiences, curriculum materials, and assessment rubrics that effectively measure the dual goals of content mastery and language proficiency simultaneously. In essence, the urgency of this methodology stems from the realization that language is inseparable from knowledge. Developing speech through interdisciplinary connection ensures that students leave the mother tongue classroom not just as technically proficient speakers and writers, but as articulate, critical, and well-rounded intellectual citizens capable of using language powerfully across all facets of their future lives.

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