

**Interdisciplinary and Meta-Disciplinary Integration as a Means of  
Developing Students' Communicative Competence**

**Abstract.** Interdisciplinary and meta-disciplinary integration in education reflects a comprehensive approach to education and training, and makes it possible to single out both the main elements of educational content and subject interrelations, resolving the problem of fragmentation and isolation of different subjects. The paper considers the way of improving students' bilingual communicative competence by means of implementing interdisciplinary and meta-disciplinary integration in teaching process. By the above competence the authors understand the readiness and ability to perform effective interpersonal, inter-group and inter-cultural communication both in native and foreign languages.

The paper describes the meta-disciplinary principle that involves school training of general methods, techniques, schemes and mental work patterns used in working with any materials in any sphere of knowledge, and not limited by specific subjects. The authors recommend the culture dialog as the condition, means and way of personal development in learning native and foreign languages. Bilingual informational, cultural and semantic interrelations, comparison of cultures and languages stimulate students' cognitive process actualizing their personal experience, facilitating both socio-linguistic and socio-cultural discursive knowledge, providing the effective development of communication skills.

The example of meta-disciplinary integration is given demonstrating the students' communicative competence development in the process of training for the creative part of the unified state examinations in the Russian and English languages.

**Index terms:** interdisciplinary integration, meta-disciplinary integration, bilingual communicative competence.

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