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USING TECHNOLOGIES OF SUBJECTS' INTEGRATION IN TEACHING UZBEK CLASSIC LITERATURE

Abstract: The article outlines ways of using interdisciplinary technologies in teaching Uzbek classical literature, and provides specific recommendations for introducing them into literary lessons and extracurricular activities (literary evenings, literary weeks, literary tours in collaboration with different teachers).

Key words: interdisciplinary integration, interactive methods, introductory lessons, text work, literary analysis, closing lessons, CASE - STUDY, "Cluster", seminar, conference, collaboration of various science teachers, information communication technologies, fiction, fine arts, music.

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Introduction

At present in the life of big changes in the republic of Uzbekistan, in the educational process at the level of modern requirements, it is vital to provide students with deep knowledge, to develop their creative abilities, to bring them up to perfection in practical activities, in different subjects, to develop the skills to use their knowledge creatively and independently to solve difficult tasks of science, culture and production.

In the five important initiatives on establishing a new system of social, spiritual and educational work in our country, the importance of improving the spirituality of young people, their meaningful leisure activities, including the interest in music, painting, theater, literature, and reading can prove our opinion [1,1].

Obviously, the successful implementation of these priorities will be an important issue in ensuring that the interdisciplinary approach established in the curriculum and plans at all levels of education becomes a pressing issue.

Interest in the establishment of interdisciplinary communication dates back to ancient times and it is

worth noting that in recent years serious work has been done in this area. For example, in the United States, general courses, including elements of history, geography, and civil sciences, "Culture" in Poland, "History of culture" in Russia, have been tested in general education schools in Uzbekistan. From 2020-2021 academic year on, it is envisaged the gradual introduction of a subject called "Discipline", combining such subjects as "History of Religions" and "Sense of the Motherland". Achievements in this area in our republic include A.Zunnunov and A. Aliyev's "Study of Literature with Other Humanities" [2], "Use of Other Teaching Materials in the Lessons of the Native Language" [3] by O. Yokubjonova, "Methods of using interdisciplinary communication in the process", "Word is a great treasure" by D.Otakuziev, M.Hakimova, M.Sobirova [4], "The anthem of mother tongue" by N.Ulugov, M.Muhammadaliev's [5] and a number of articles in the "Language and literature" methodical journal.

The main body

As we begin to explore this wide-ranging, interesting issue, Uzbek classical literature explores

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interdisciplinary links, such as “The air of humanitarian knowledge – history”, “Twins of art - lyricism and music”, “Strong and Legitimate Bridge – fine art” based on new pedagogical technologies, such as CASE - STUDY, Cluster, BBB, Free Writing, Workshops, Conference, Discussion. We see that the use of all types allows us to achieve the expected results. Experience has shown that it is desirable to pay close attention to the importance of interdisciplinary communication in the organization of extra-curricular activities (Literature week with teachers of different subjects, literary evenings, literary trips, meetings, conferences, questions and answers). The study of literature in the fields of information and communication technologies, native language, biology, geography, mathematics, chemistry, physics, physical education (which can be co-operated), however, can enhance the effectiveness of education and make it interesting and relevant for research. We think it is appropriate to emphasize the subject matter.

We can use Uzbekistan’s materials, historical, artistic sources and fine arts, in contemporary lessons, in the introduction of text and in the analysis of literary work, in the work of individual characters, in the final lessons, when speaking about the period in which the writer (Alisher Navoi, Zakhiriddin Mukhammad Babur, Boborakhim Mashrab, Zokirjon Kholmukhammad ugli Furqat) lived or the time of the work of art (“Navoi”, “Starred nights”, “Descendants’s davan”, “Shayboniyoma”), literary sources (Xondamir “Makorim ul-ahloq”, Zayniddin Vosify “Badoye ul- vaqoye”, Davlatshoh Samarqandiy “Tazkirat ush-shuaro”, Gulbadanbegim “Humoyunnoma”, Oybek “Navoi”, Omon Muhtor “Navoi and asrtist Abulhayr”, Pirimqul Qodirov “Starred nights”, “Descendats’ davan” etc) They all can be found in information and communication technologies, video tapes, internet communications.

In the analysis of the text of fiction, it is desirable to turn to more music in discovery of the spiritual realm of the literary hero.

Using a combination of history materials, historical, artistic sources, fine arts and music in Uzbekistan in the organization of extracurricular activities (Literature week with literary teachers, literary evenings, literary trips, meetings, conferences, questions and answers), partnerships will be effective.

Let us turn to the concrete facts. If we use the followings during the lessons, extra-curricular activities at the right place, they can give the expected results and also make the lesson interesting and appealing: “The Nightingale with Alisher” [6,4], “The Power of a Point” [6,76], and “Ants” [6,154], “A bird in a tent” [6,155], “A garden will remain from the good person” [6,31], “Cut out one, sow ten” [6,72],

“Bring the best fragrance in the world” [6,27] “Modesty” [6,153] which are included in the collection “El Desa Navoi ... ; “Original School” [7,63-80], “Student and Teacher” [7,136-154], “Navoi - builder” [7,240-247], “The Last moments,” [7,357] included in Izzat Sultan’s “Navoi Heart Book” collection”; “Meetings in the City of Taft” [8,15-19] by Aziz Kayumov in the book “Alisher Navoi”; “Debate of the poem” [8,38-42], “The end of life” [8,147-153]; “Moral stories” from the section “Wisdom of Alisher Navoi” [9,72-86], “Remedy to the Heart” [9,135-141], “Two Wisdom Two Stories” (9,482-486) in the collection “Macro Stories and Character Wisdom”; Scientific-fiction article about great figures of the Oriental science and culture (“Pahlavon and poet” [10,78-82], “Scientist who made heaven on earth” [10,111-121]), published in H. Hamidov’s “Far-Near Stars” collection, P. Kadyrov’s “Star Nights” (“Talk to the Shepherd”), [11,232-236], excerpts from novels “Boburiynoma” (“The Birth of the Tiger” [12,12-24], “Point”) [12,433-450]) by Khairiddin Sultan; Lessons from the selected sources, such as Navoi [13,21], “Uzbekistan” (13,119), “The Great, my Motherland” [13,165] from Muhammad Yusuf’s collection “Sunflower Water”.

Conclusion

From this point of view, it is reasonable to conclude that the rational use of the above-mentioned sources will improve the quality and effectiveness of all literary classes.

Based on our many years of experience and observations, we can summarize the following: lessons in extracurricular activities in the study of classical literature, such as Alisher Navoi, Zahiriddin Muhammad Babur, Boborahim Mashrab, Zakirjon Holmuhammad ugli Furkat, the use of this process and the collaboration of different subject teachers should be done:

- All stages of education will help to acquire the necessary knowledge, skills and abilities specified in the state standard;
- Helping students to understand more fully the materials studies;
- It forces them to think, act independently and creatively;
- Instills a love for the arts and the motherland’
- Increases the interest in literature, life, respect and imitation of poets and writers;
- Forms a spirit of devotion to national traditions and customs;
- Enhances the social life of the school;
- Consolidates the collaboration between students, teachers, parents.

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