

# USE OF INTEGRATIVE TECHNOLOGY IN THE PROCESS OF CONNECTING LESSONS OF THE NATIVE LANGUAGE WITH LITERATURE LESSONS

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**Resume:** The article examines the use of interdisciplinary integration technologies in teaching the life and work of Alisher Navoi at the stages of the education system, shows the use of the native language, fine arts, music, information and communication technologies to increase the activity of students.

**Key words:** Alisher Navoi, continuity, membership, primary education, interdisciplinary integration, curriculum, pedagogical technology, "Word and picture", "Work in small groups", "Who is inventive?", "Free writing".

## INTRODUCTION

It is today's demand that the young generation with high intellectual potential should be spiritually mature as well. It is not a secret to anyone that the promotion of the universal ideas put forward in the works of genius creators of our classic literature plays a special role in educating mature, perfect youth, who are the future of the nation. In particular, the work of Alisher Navoi, which promotes high spiritual values and beautiful human qualities, will undoubtedly be a program for raising the spirituality of the young generation.

In fact, Alisher Navoi's work is a huge encyclopedia, a great spiritual treasure. It expresses the poet's dreams, thoughts, and reflections about society and human perfection. As we study poets, we learn great lessons from them, draw vital conclusions. A unique symbol of greatness and eternity, the owner of a high talent, a thinker poet, scientist, the author of royal works in the Turkish language, the first President I.A. Karimov: "If we call this great man a saint, he is a saint of saints, a thinker, a thinker of thinkers, a poet. is the sultan of poets" [2, 47], our grandfather Hazrat Mir Alisher Navoi described, his personality and literary heritage serve as an invaluable treasure in achieving spiritual maturity and self-realization.

## MATERIALS AND METHODS

It is desirable to make the young generation enjoy the secrets of this treasure, starting from the family, pre-school educational institution, primary classes of general secondary education school, ensuring continuity and integrity.

A deeper study of Alisher Navoi's works, which express his thoughts and opinions on manners, education, will help to strengthen the spiritual values in our current life and help the young generation to become mature people in all aspects. That is why it is necessary to study the works of Alisher Navoi more widely in secondary schools, to inculcate the ideas about ethics and manners, education and upbringing put forward in them deeper into the minds of students.

It is known that the works of Alisher Navoi are studied mainly in upper classes. In our opinion, a broader study of the poet's works should begin in the elementary grades. Our

education and upbringing will be more effective if the thoughts and teachings of the thinker poet are instilled into the minds of the young generation from the first moments when they step on the threshold of school.

It should be noted that without dictionaries, it is difficult to understand the works of the poet, to grasp their essence. Therefore, publishing dictionaries of Navoi's works adapted to school programs is one of the most important tasks.

Today, it is possible to draw educational conclusions from Navoi's verses and verses, which have risen to the level of aphorisms and are in harmony with folk proverbs, as well as stories from "Khamsa" and other works, based on new pedagogical technologies. Also, holding Navoi Khan evenings within the classrooms, in which the poet's ghazals recorded on CDs and classical songs based on them are used, has a great spiritual and aesthetic effect on students. If we observe the coverage of this problem on the example of the 3rd and 4th grade "Reading" textbooks of general secondary schools, we can witness that quite positive results have been achieved.

The above-mentioned textbooks include a number of instructive texts about the life and works of great scholars such as Jalaluddin Manguberdi, Alisher Navoi, Abu Ali ibn Sina, Amir Temur, Zahiruddin Muhammad Babur, Pahlavon Mahmud, Abu Rayhan Beruni. In particular, Mirkarim Asim's "Jalaluddin Manguberdi", Oybek's "Bola Alisher" (excerpt from the story), Mirkarim Asim's "Yosh Hakim", "Ibn Sina's Disciples", Boriboi Akhmedov's "A Man Who Lived as My People and My Country" in the 3rd grade "Reading" textbook. ", the story of "Sahibgiron Baba Temur", "The Wise Man", "Friend of Navoi" by Abduqadir Hayitmetov, "Zahiriddin Muhammad Babur" by Khairiddin Sultan (excerpt from the work), "Sayilda" by Mirza Karim, "Babur and Humayun" by Pirimkul Kadyrov (excerpt from the work) ) works; The story "Pahlavan and the poet" by Hamidjon Hamidov in the 4th grade "Reading" textbook, "Alisher's youth" (excerpt from the story) by Oybek, the narration "Sultan Mahmud and Beruni", the narration "Tanbeh" by Khondamir, the poem "Navoi Babam" by Tursunboy Adashboev, "Hidi" , tilimi va mazasidan" narrations are among them.

Separate lesson hours are allocated in the curricula and plans for the consistent teaching of the above-mentioned textbooks. We found it necessary to demonstrate the teaching of these texts on the basis of the technology of interdisciplinary integration of the topic "Alisher's youth" included in the 4th grade "Reading" subject plan.

2 hours are allocated in the curriculum for teaching this topic, and it is appropriate to divide it as follows: work on the text - 1 hour, conversation about the passage "Alisher's youth" - 1 hour.

In the course of the 1st hour, students will fully familiarize themselves with the text. The 2nd hour lesson is organized based on the following interactive methods: "Word and picture", "Working in small groups", "Who is resourceful?", "Free writing" and in order to increase the activity of students in this process, the materials of visual arts, natural science, information and communication technologies are used. effective use gives effective results.

Since the lesson is dedicated to teaching the first period of the life and work of our great-grandfather Alisher Navoi, an exhibition corner will be organized in the classroom on the topic "Let's study Navoi". In it, a portrait of the poet, opinions of great people about the artist of words, excerpts from his works are placed in the form of a slide. On the second side, based on the works, life and creativity of the poet, books, newspapers and magazines, books and pictures on the topics such as "Serqirra izhodov", "Navoi - a statesman", "A figure living with a second life", "Navoi's image in literature and art" on the basis of internet materials. , an exhibition of embroidery samples will be organized.

"Who is resourceful?" in the implementation of the method, to the members of the small group, which illuminates the life and work of Alisher Navoi studied in the 3rd and 4th grade "Reading" classes (Oibek's "Bola Alisher" (excerpt from the story), Abduqodir

Hayitmetov's "The wise man", "Navoi's friend", Oybek's "Alisher's youth"(Excerpt from the story), the following excerpts, which serve to repeat the previous topics, are assigned to remember which characters' speeches are typical and to explain them:

"Domullo is a respectable person. Respectfully greet and kiss his hand!", "Borakallo, have you come to study? Balli, my son!", "... the flesh is yours, the bones are ours", "Become Alisher Mullah!"; "You don't care about the language - you don't pay attention to the hand", "If you don't care about a person, you don't care, I don't have my own, it's the sorrow of the people", "Whoever taught you a letter on the path of truth, with pain, an unstoppable ado with a hundred treasures", "A scholar who learned by asking what he didn't know"; "The poet loves him very much, considers him a dear friend and a confidant", "he informed that... he had committed a sin", "... let me wear a short dress like the one given to ... and walk around the street with my friend"; "I let the birds walk, I see them from each other...", "Look, see the dance of the pigeons!", "The boy is not a cuckoo, let him protect him from the prying eyes!", "A learned man will not be despised."

Based on the impressions of the studied texts and personal opinion (in accordance with the "Free writing" method), the students are asked to write "The teacher is as great as your father", "Why do we honor Alisher Navoi?", "True friend", "Let's protect nature!" assigns a homework to create a text based on one of the topics.

The life and work of Alisher Navoi will continue to be studied consistently in grades 5-11 of the general secondary school. For this purpose, lesson hours are allocated in the curriculum as follows: in the 5th grade the story "Curveness and Straightness" from the epic "Hayratul-Abror" - 3 hours, in the 6th grade an excerpt from "Mahbubul Kulub" - 4 hours, in the 7th grade from the epic "Sabai Sayyor" the story of the stranger from the fifth climate - 3 hours, in the 8th grade rubai, tuyuq, examples of ghazals - 4 hours, in the 9th grade the epic "Farhad and Shirin" - 10 hours, in the 10th grade the poet in memory of his contemporaries, lyrics: ghazal, rubai, continents analysis - 6 hours, his life and work in the 11th grade, "Saddi Iskandarii" saga - 4 hours.

Academic lyceum II, III semesters: poet's life and work - 2 hours, lyrics - 2 hours, epic works - 2 hours, "Hayratul-Abror" epic - 2 hours, "Farhod and Shirin" epic - 2 hours, "Layli and Majnun" " epic - 2 hours, "Sabai Sayyor" epic - 2 hours, "Saddi Iskandari" epic - 2 hours.

Since we are conducting research on a comprehensive and interesting issue such as the use of interdisciplinary integration technologies in the process of literary education, in the process of teaching Alisher Navoi's life and work in the 5-11th grades of education, history, visual arts, music, historical and artistic works are based on new pedagogical technologies. We are witnessing that the use of such types as "CASE - STADI", "Cluster", "BBB", "Free writing", seminar, conference, discussion, meeting, complex, online, video lesson gives the opportunity to achieve the expected results.

When talking about the period in which the poet lived, the introductory lessons, work on the text, analysis of literary works, work on a particular symbol, in the final training processes, the materials of the history of Uzbekistan, historical and artistic sources (Khondamir's "Makorimul Akhloq", Zayniddin Vasifi's "Badoe'ul Waqoe", Davlatshah Samarkandi's " Tazkiratush Shuaro", Oibek's "Navoi", Amon Mukhtar's "Navoi and artist Abulkhayr") and examples of visual art, modern technical tools: information and communication technologies, videotapes, Internet messages will be appropriate.

In the analysis of the text of lyrical works, it is appropriate to refer to music more when revealing the spiritual world of a literary hero.

In the process of organizing extracurricular events dedicated to the study of the life and work of Alisher Navoi (literary week in cooperation with teachers of various subjects, literary evening, discussion, meeting, conference, question-and-answer session), the materials

of the history of Uzbekistan, historical, artistic sources, visual arts and musical works are combined. use, establishing cooperation of teachers of different subjects gives effective results.

If we refer to the concrete evidence: "The nightingale with Alisher", "The power of the point", "Ant", "The bird that built a nest in the tent" are included in the collection "El desa Navoiyni... (narrations about Hazrat Mir Alisher Navoi)" [4, 160]. From stories like "Cut one, plant ten", "Bring the best smell in the world", "Humility"; "Original School", "Both Student and Master", "Navoi - Builder", "Last Years" included in Izzat Sultan's collection "Navoi's Soul Notebook" [3, 376]; "Meeting in Taft City", "Poetry Debate", "End of Life" in Aziz Kayumov's book "Alisher Navoi" [5, 160]; It is appropriate and expected to be used in moderation in the course of lessons and extracurricular activities from sources selected from the collection of "Instructive Stories and Characteristic Proverbs" [6, 520]. it is natural to be the basis for the results.

## CONCLUSION

Therefore, different branches of art use different tools to accomplish their tasks. If the weapon of literature is the word, the musician creates an image using different sounds and tones, the painter uses different colors and paints, the sculptor creates an image using marble, stone, etc. In fiction, life, reality and people are described in development and progress. In this respect, literature differs from such types of art as painting or sculpture. Because a picture and a statue reflect a certain situation.

In short, the interaction between science and art, which forms the basis for interdisciplinary integration in the teaching of literature in general secondary school and academic lyceum education, is manifested in the following three aspects:

- in common content;
- near the tasks performed in the educational process; - in the similarity of the ways of perception of reality.

These aspects show that interdisciplinary integration is consistent with the pedagogical-psychological nature of teaching.

The use of interdisciplinary integration technologies in the process of teaching the life and work of Alisher Navoi in the literature classes of all educational levels on the basis of continuity and coherence: it helps to acquire the necessary knowledge, skills and skills indicated in the DTS of all educational levels; encourages to think, to think, to work creatively; develops oral and written speech, develops skills of independent and creative work; expands the spiritual outlook, cultivates feelings of love for art and the Motherland; great scholars, especially our great grandfather Alisher Navoi, increase their respect and imitation; serves to educate in the spirit of respect and pride for our national traditions and values.

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