

An Experience of Teaching Literature Integrated With Other Sciences

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Abstract: *The article concerns the problems of interdisciplinary integration in literature classes, contains speculations regarding increasing the effectiveness of literature classes on the basis of the knowledge acquired by students during the lessons of mother tongue, history, mathematics and geometry. Studying school subjects in such interrelation proves the vitality of these subjects to students, describes the importance of sciences in life, raises students' interest in school subjects and forms their conscious attitude towards learning. Mastering one subject via another one triggers students' interest in this subject and proves the wrongness of sorting school subjects into "boring" and "interesting" ones, "necessary" and "unnecessary" ones. The most important point is that in the process of such learning schoolchildren really begin to realize the unity which exists among sciences as well the unity of the world and the laws by which it is ruled.*

Key words: Interdisciplinary integration, literary aesthetic objective, poetical vocabulary, syntactical construction, mathematical way of thinking, wholeness of the world.

At present the wholeness of the teaching process, the correlation between

components of this process and their interrelationship are considered to be one of the factors providing the resultativeness and the success of education. And it is so, of course, not without reasons. As Azizhadjaeva N.N. correctly points out "Firstly, the teaching process is a complicated system, having its own components: purpose of teaching, educative activity, content of education, means of teaching, which are closely interlinked and intertendant, secondly, the teaching process is considered to be a subsystem of a much larger system – a pedagogical process". [1,14] And this subsystem is integrated into the unity of the teaching processes, education and upbringing. In its turn, this larger system is integrated into the system of higher education and so on and so forth.

Interdisciplinary integration is considered to be one of the effective didactic ways of subordinating teaching subjects which are inseparable parts of this system to one single purpose at lessons of literature. The possibility of combining teaching material with certain themes (topics) of other social, humanitarian and exact sciences in considerably wider.

As the experience shows, the knowledge gained in the mother tongue which is in many respects closer to and linked with the literature, continuously

resorting to the formulated habits and skills in the latter is the factor for the lesson being affective, this serves consolidation of the knowledge of the learned material, and the analysis of the literary texts, on the one hand, and it will be much easier to analyse the literary texts and gain theoretical knowledge from that, on the other.

The notions of the phonetic level are meant to serve to express the consonance of the literary texts [2,132-133], the emphasis made on the idea expressed by the action of the sounds or permanent physiological state or spirit in order that the pupils may understand such literary-aesthetic functions of texts as the expression of the very consonance of the literary text and of the very emphasis.

If the knowledge gained in lexis makes it easy for the pupils to understand the literal meanings and polysematic features of the words used in the literacy extracts and in accordance with that the creation of figurative means [3, 102-103], as well as of the poetic lexis grouped around the certain images peculiar to laws of «aruz» poetics, it will be much more convenient for the teacher to explain to the students the essence of the poetic art and certain literary genres by the help of the definite types of words as to the correlations between their form and meanings.

During the lesson of literature, it's the necessary that the teacher should explain to the pupils that the syntactic notions have original functions in each type of the literary genre by the help of the example of a certain literary work of the same genre. In the prosaic works the

structural types of sentences play a great role in developing the ways and methods of expression of the literary work.

In studying the lyrical words, the notions of inversion and isopha help the pupils understand the poetic idea expressed in verse and this is very important in studying the samples of the ancient poetry [6,110-119].

It is natural that literature has to often refer to the science of history. And the significance of history is so great in that it shapes pupils' understanding of a literary-cultural life at a definite period of development, and it plays really a great role in understanding the influence of the time on the life of writers and the reflexion of the latter in their literary works [4, 234], in defining the importance of the historical conditions and circumstances in the creation of characters of certain literary works, as well as in explaining to the pupils such complicated notions and laws of development of literature as the difference and correlation between the historical truth and literary truth, etc.

The poetic metrics are often called mathematics in literature and indeed it is demanded that pupils should have mathematical thinking in understanding and correctly defining the very metrics. It is proved experimentally that the pupils who are good at mathematics can learn poetic metrics without any difficulties.

The use of geometric forms and notions is also very helpful in literature classes. For example, the square and the «ruboiys»-which are the original genres of the oriental poetry can be compared here. The square is a quadrangle, and not every

quadrangle is a square. The «ruboiy» is a four-lined poem, and not every four-lined poem is necessarily a «ruboiy». It is necessary that the «ruboiy» should be written in the ahram «and» «ahrab» branches of «hajaz» bahr of «aruz» metrics.

The study of sciences in such an integration will undoubtedly serve the main purpose that the pupils should understand their vitality and vital necessity on the one hand, and it should arouse the interest of the pupils for the subject, formulate a conscious approach to them, advocate one science through the other, to strengthen the pupils' interest for the subject, and prove that it is wrong to segregate sciences into «boring» and «interesting», on the one hand, and «necessary» and «unnecessary» on the other. If such an integration is well practiced, the teacher will have much more possibility of economizing the time budget at the lesson and directing the pupils at self study activities and all this can give the pupils the pleasure of discovering the laws and notions of one science via the other ones.

Sometimes it is possible that the teachers of two or three subjects can have an integrated lesson together, focusing the attention of the pupils on cross subject points.

The most important thing here is that the trainees will truly begin to feel and cognate the wholeness of the world and its laws, as well as of the sciences and correlations between them. And all this will formulate in the pupils the feeling of responsibility for the world we live in and the learning that can teach such a feeling

of responsibility is then considered to be a system facing the proficiency in education.

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