

## ANALYTICAL READING IS THE BASIS OF INTEGRATION BETWEEN SUBJECTS

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### ABSTRACT

*The article discusses the method of analytical reading, which is the basis of additional language and literature teaching. It provides text selection and linguistic, poetic analysis of the selected text. If such an approach is implemented at some stage of continuing education, then, of course, the student's speech competence will be high. Analytical reading can become the basis for the preparation of a reader, student and researcher who understands the possibilities of the national language well.*

**KEYWORDS:** *Analysis, Text Analysis, Analytical Reading, Linguistic Analysis, Speech Competence, Research Activity, Knowledge, Skills and Qualifications*

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### INTRODUCTION

In recent years, the training of philologists, especially teachers and researchers in the Uzbek language and literature, and the acquisition of the necessary professional competencies have not been justified to some extent. In this sense, the head of state said that "each of us should pay attention to the state language as attention to independence, respect and loyalty to the state language as respect and loyalty to the motherland, make such a view a rule of our lives." language should also receive a syllabus for teaching the state language.

Realizing that this is due to various factors, it can be said that graduates of philological and pedagogical institutions of higher education in the field of Uzbek language and literature do not have sufficient philological knowledge and skills. Once they are accepted, they are attached to certain departments, and as a result, they do not master the language of their choice, the literature of their choice. Therefore, when some teachers are tested on their language skills, they answer that they have studied in the literature department, but when asked about literature, they sometimes admit that they know the language well.

In our opinion, it is logically wrong to train a teacher of Uzbek language and literature in philological faculties. Or you may need to reconsider your program. Generally, the philological faculties of universities admit about a hundred or more students a year, and 80-90 percent of them are taught linguistics, literary theory as a specialty, but who does the graduate go to school to teach, or to whom? newspaper magazine, in which part of the various social spheres does it apply? For example, topics such as Baudouin de Courtin, Ferdinand de Saussure's scientific and theoretical views, literature of Turkic peoples, ancient Turkic language, delectology are more useful for training philologists, and each future researcher should know A mother tongue and

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literature teacher needs modern teaching methods, subjects that develop speaking skills, professional knowledge and skills.

Doctor of Philology, Professor Ibodulla Mirzayev, a linguist who has been working for many years to solve problems related to the training of specialists in the education system, in particular in higher education, is working on the text of the prospects for training quality specialists in the field. winter "classes.

Literature review on the topic. Based on his many years of scientific observations and experience, the scientist emphasizes that the separate teaching of language and literature does not bring the expected results to science, including education. Based on the results of his experiments in the system of continuing education, he believes that the combined teaching of language and literature is effective for the education of the individual, both in the training of philologists and in school education. I. Mirzayev has developed and applied this national methodology of teaching in Russia (St. Petersburg), France, France, deeply studying the experience of South Korea and Germany, including Uzbek classical education.

Samarkand State University has been teaching Text Analysis and Analytical Reading for many years. The scientist, who started research in linguopoetics in Uzbekistan, also took a new approach to the development of important areas such as terminology, speech culture, methods of teaching the Uzbek language, and reorganized many disciplines at the university.

This innovative approach of I. Mirzayev was popularized in the framework of the Republican scientific-practical conference "Innovative approach in philological education" in 2020 in Samarkand with the participation of the Republican Education Center, universities and institutes of advanced training. Doctors of pedagogical sciences Kazakboy Yuldashev, Kunduz Husanboyeva, Valijon Kadyrov, doctors of philological sciences Joliboy Eltazarov, Murodkasim Abdiyev Dilbar Orunbayeva and other researchers, practical teachers took part in the prestigious conference. acknowledged the importance of. In particular, it was noted that the pilot classes organized with the participation of qualified teachers in secondary schools of Surkhandarya, Samarkand and Jizzakh regions were successful. Based on some suggestions made by the practitioners, the teaching methodology has been improved over the past year.

The essence of the subject of analytical reading is that in the philological faculties of universities, students have the opportunity to study both language and literature in one session. Of course, this is done on the basis of text. The text encountered for analysis cannot be selected. Enlightening artistic, historical as well as scientific texts, which are very important for Uzbek thinking, are obtained. For example, it is possible to work on unfamiliar words used in Zahiriddin Muhammad Babur's "Boburnoma". In particular, the word "jonib" is used in the play, which means that it does not mean the south, but the side. The course is based on the text of works covering such different areas. A student of philology who has undergone such training can become both a talented researcher and a skilled teacher in the future.

If in the literature the phenomena that are homonymous in the language - tajnis, antonyms - contradictions, determiners - epithets, cognate words - passion, cognate words - are identical, they can not be separated in the text, which, of course, requires joint study.

A specialist trained in the higher education system must have the skills to read any text analytically. Students who have mastered this skill will be able to work in all professions in the

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future. Analytical reading of the text is equally necessary for all field practices, for example, publisher, editor, journalist, scientific secretary, as well as economist, physicist, scientist, or politician in various fields, critic, investigator and even in modern professions, programmer, blogger can operate. There is no such approach in mother tongue education. Therefore, the ability of students to read and understand the text is not fully developed.

**Analysis and results.** At a time when Uzbekistan is planning to participate in international assessment research, it is necessary to introduce "Analytical Reading" at certain stages of education (senior classes, higher education, some areas of master's degree). Indeed, the international PISA assessment program also places great emphasis on text analysis skills. Some examples can be cited to give an idea. This can also be applied by simplifying texts in the 5th grade of general secondary schools. "Analytical reading" sessions are conducted in the following content:

Topic: Reading the text - the basis of philological education (for students of the 1st year of philological faculties)

Land is a treasure, water is a pearl.

Phonetic analysis:

Er. A one-syllable word consisting of one vowel and one consonant. E-tongue, medium wide, unlabeled. R - tongue-sliding, slippery, resonant, sonorous (vibrating), pure. The word treasure consists of 3 syllables. 3 vowels (a, i, a) and 3 consonants (x, z, n). A - tongue-tied, bottom broad, unlabeled. I - tongue-tied, upper narrow, lipless. X - deep tongue back, slippery, silent, noisy, clean. Z - tongue-in-cheek, slippery, resonant, noisy, pure. N - tongue, explosive, resonant, sonorous (nose), pure.

Interpretation of water in the Qur'an

Allaah says (interpretation of the meaning): Will they not then believe? (Surat al-Anbiya ' , 30)

“We sent the winds to fertilize. So We sent down water from the sky and sprinkled it with it.”(Surat al-Hijr, 22)

Interpretation of water in hadiths

Narrated by Sahabah Abu Said al-Khudri (r.a.). He said: To the Messenger of Allah (saas): “O Messenger of Allah! Can we perform ablution from the calf well? It is such a well that its filth (rags used by women during menstruation), dog meat and filthy things are thrown at it.” The Messenger of Allah, may Allah bless him and grant him peace, said, "Water is pure, and nothing defiles it." (Termizi, 1/66).

The narrator said, "I heard the Messenger of Allah (peace and blessings of Allaah be upon him) being asked about the waters that are in the open and that are touched by wild animals and cattle from time to time." The Prophet (peace and blessings of Allaah be upon him) said: “If water is two slaves, it will not carry impurity” (Tirmidhi, 1/67).

Articles related to the word "water"

1. Who digs the canal, who drinks the water.2. A drop of water looks like a river to an ant. 3. When the water level rises, the river overflows. 4. Water - from ice, stream - from mud5. If you

give water to the wind, You will live for a thousand years.6. There will be no nephew, no single drop of water.7. Look at the flow of water, look at the will of the people. 8. The people are stone, the official is water. 9. Enter the river, enter the water. 10. Husband - mother, water - father. 11. Let no water come out of your grave, let no water come out of your house. 12. There is no abundance in a bad bee, and in a land without water - tol.13. Bad fish make the water muddy. 14. If water falls on a bad river, it will not be forgiven. Even if you give water to a snake, it will poison you. 16. A lion with water will not come to the place where a dog puts its beak. 17. He who brings water is humiliated, He who breaks the pitcher is holy. 18. He who gives fire takes firewood, and he who gives water takes water. 19. Truth will not burn in fire, nor will it sink in water.

Riddles related to the word "water"

1. Goes, goes, does not look back. (Water, stream) 2. I carved, no trace. (Water) 3. Long poplar, no shade. (Water) 4. A long trail comes, A tall girl comes, Her eyebrows tremble, Her mirror shines. (Water, stream) 5. Like a stone coming from a mountain, Like a roaring horse. (Water) 6. Ketar, there is no trace of ketar, There is no knee to lean on. (Water)

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### Результаты перевода

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Theoretical information about water It is known that a pure water molecule consists of 88.8% oxygen and 11.2% hydrogen, consisting of 2 hydrogen and 1 oxygen atom (on a plane surface, 2 hydrogen atoms are joined by an oxygen atom at an angle of 105°). The positive and negative charges in it are located at 2 poles. Dipole moment  $\mu$  q 1.85 deca. 2 molecules of polar water combine to form a dimer. The electrons in the oxygen atom are located in the following layers: 1S<sup>2</sup> 2S<sup>2</sup> 2P<sup>4</sup>. Typically, 2 out of six electrons in two energy layers are involved in the formation of a water molecule, which can be expressed as N: O: N. The other two electron pairs will be directed to the N atoms that make up the next 2 more water molecules. They participate in the formation of molecular-specific hydrogen bonds after association, creating a negatively charged electron cloud. The hydrogen bond is 4.5 kcal per 1 kg of atom. During a session, the pupil or student receives relatively much information and his or her vocabulary increases. Comparative analysis of information of different styles and content on a topic. In this case, the learner will have the opportunity to express the language, to apply the knowledge and skills previously acquired in the language. As a future expert, he deeply understands the commonality of language and literature when literary texts are analyzed. Oral and written speech will improve as a result of an increase in the vocabulary of a student or learner who is engaged in the analysis of such texts on a regular basis. First of all, it is necessary to include the subject of "analytical reading" in the curriculum of all branches of philology, mother tongue and literature of higher education institutions.

### (CONCLUSION/RECOMMEND)

In conclusion, the introduction of the general secondary education system at a later stage will make a significant contribution to the development of mother tongue and literature education. Prospective philologists must have a perfect and holistic knowledge of both language and

literature, because a specialist who has graduated from high school and entered a school or an educational institution in general, teaches native language and literature equally. Analytical reading sessions can be more practical and can develop the necessary speaking competencies in the future teacher or researcher.

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