

WAYS OF USING INTERSUBJECT INTEGRATION IN BLOCK LESSONS FROM LITERATURE

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ABSTRACT

The article analyzes the issue of improving the content of literary education by organizing block classes and using inter-subject integration. By blocking several subjects close in content, the ways to achieve creative cooperation and exchange of experience of science teachers, as well as the importance of students in developing the skills of a comprehensive approach to the given problem are described.

KEYWORDS: *Integration, Inter-Subject Integration, Block Lesson, Picture, Color Image, Subject, Composition, Coloring.*

INTRODUCTION

Recently, special attention has been paid to the issue of organizing lessons in a block (an integrated part of something [8; 161]) in collaboration with teachers of different subjects. A block lesson is a form of integrated education as a result of harmonizing the content of the curriculum of certain subjects. Integration (integer - from the whole word) is an innovative approach to education, which means guaranteeing the quality of teaching based on the interaction of disciplines, their influence on each other, and the achievement of a high level of interdisciplinary harmony. Integration is the process of moving to a comprehensive study of existing events, knowledge and concepts related to them.

The Main Part

Pedagogical integration problems are discussed in the researches of various foreign and Uzbek scientists such as A.S. Belkin, A.P. Belyaeva, V.D. Semenov, I.P. Yakovlev, G.I. Ibragimov, R. Safarova, P. Musayev, R. Ahliddinov, Yu. Mahmudov, B. Abdullayeva, K. Mavlonova. even if it is observed that the structure, functions and mechanisms of integrative training are not fully developed.

According to the researcher M. Inomova, the benefits of block lessons in a new interpretation are "to study various events and phenomena in life, knowledge about the world not from a single template, but to study them as a complex whole" [3; 50]. In fact, conducting block classes is a serious pedagogical event that requires careful preparation and a creative approach. This type of training meets the needs of students related to acquiring independent learning skills and showing personal initiative. Block lesson stages determine the topic and form of the lesson; distribution

of assignments on lecture, abstract, information topics individually or in groups; will consist of planning general methods related to the topic.

In block lessons, the harmony of related subjects is ensured, and a whole set of problematic situations is created based on a common theme. In the process of integrated education, which is based on the combination of disciplines, pedagogical activity is organized in cooperation with a specialist in this field. In the planning of integrated lessons, it is necessary to combine the harmonious aspects of the curricula of the subjects, the sequence of topics, and their mutual compatibility. The effectiveness of this type of lessons is manifested in the correct integration of programs, chapters or topics related to several educational subjects or subjects, the use of innovative technologies in the design of the educational process, and the basis of creative relations between educational subjects.

The possibility and success of blocked classes depends on the experience of the teacher in working with the text, the potential of students, the level of preparation; it depends on how well the methods and methods of organizing independent and creative work are chosen. It should be noted that the topics chosen for integrated classes should be relevant, multi-problematic, and interdisciplinary communication should be natural. The unification of two or more subjects around a single topic or common issues determines the way to increase the level of education and knowledge of students, to activate the synthesis of knowledge, to understand the overall picture of the world, the interaction and connection between people. As a result, these relations are considered as a whole and within concrete examples.

Logical consistency is a key feature of integrated learning stages. That is why it is important not to ignore the practical issues that may arise in the planning of specific tasks for each stage and the achievement of the intended goal. For this, proper integration of disciplines; get to know in detail the educational programs of blocked subjects; identifying common points between topics; determining the purpose of the lesson in accordance with the requirements of the state educational standard; selection of forms, methods and tools that are effective in forming educational activities of learners; it is necessary to take into account such things as lesson planning.

Considering that it is effective to organize the literary education process on the basis of integrative programs and textbooks, in this regard, integration is based on the sequential presentation of topics, the creation of mutually harmonious points in the curricula, modularized, inter-subject integration and integrative it can be noted that the use of programs saves students' time and effort, prevents unnecessary stress, lowers the cost of textbooks, and has a positive effect on reducing the volume. This article describes the content of organizing block lessons based on inter-subject integration, aimed at harmonizing educational materials of one subject with similar educational materials of another subject. In particular, the issue of integrating literature with a topic close to the subject of visual arts is discussed.

Only teachers with sufficient pedagogical experience can apply for block classes. For example, combining the block lessons organized from literature with specific, polytechnic or aesthetic subjects, the properties of the material world, the structure of bodies, the scientific or artistic interpretation of natural phenomena, culture, art has great potential in mastering mother and values. Block lessons on the integration of literature and visual arts, based on the combination of educational materials from these two disciplines, enable students to "aesthetic analysis of the

reality reflected in the work of art; ...to be able to feel and express in words the artistic charm at the heart of a painting" [7; 123] serves to develop skills.

Naturally, expressiveness has a special place in conveying to students the characteristics of a certain writer's personality or creativity. In this case, along with natural visualization, film, music, and color samples have a positive effect on students' senses (sight, hearing, skin, and organic). Therefore, in this regard, as the pedagogue scientist Ya. A. Komensky pointed out, "Everything possible should be conveyed so that feelings can be felt" [4; 384].

From this point of view, the approaches required by the nature of the studied work are effective. This article talks about some aspects of the use of visual arts in the process of literary education that are not paid much attention to. It is necessary to design the lesson with the aim of making the students see the diversity of educational materials as a whole, to find the unknown aspects of the known, and to guide them from knowing to knowing again. Also, the issue of correctly defining the objects related to the issue under consideration and creating an understanding of the aspects that are compared in them is also taken into account.

"Tong otmoqda" by well-known artists RaufParfi [7; 125] and AkmalNur's works "Munavvar Tong" are suitable for study according to the scope of the topic, ideological and educational features. It should be noted that the study of the work "Munavvar Tong" as an example of the works of the landscape genre creates a basis for filling the gaps related to the reading of works of visual art, analysis and synthesis of their content at different stages of education. .

If we pay attention to the content of the poem "Tong otmoqda", the image of the waking being in the morning is expressed in simple and unusual allusions in wonderful lines:

Tong otmoqda, tong o‘qlarotar,
Tong otmoqda, quyosh – zambarak.
Yaralangan Yershariyotar,
Boshlaridayashilchambarak.

At first glance, the Sun is a "cannon", its rays are "arrows". The symbol of life, vitality, "green belt" is reflected in the image of trees and grass sprouting in the expanses of mother earth. In the second paragraph, one can feel its embodiment in a philosophical observation about the purpose of living, the meaning of life, confidence in the future, striving for new goals:

Tong otmoqda, musaffotonga
Yuraginitarodamlar.
Shu tong uchunkelganjahonga,
Vashu tong deb o‘tarodamlar.
Tong otmoqda... [6; 81].

Proportion of form, tone and colors in the process of teaching the landscape genre in fine art classes; peculiarities in the expression of leaves, flowers and fruits of trees and plants; the role of colors in people's lives; primary and secondary colors; achromatic and chromatic colors; warm and cold colors; The content of concepts such as color contrast is covered according to the plan in the classroom section. In this regard, DTS and educational programs set the necessary qualification requirements for students.

In the analysis of the work "Munavvar Tong", it is necessary to give students an idea about the idea put forward by the artist and the criteria used in creating the picture. Then it is advisable to work on the following:

a) familiarity with the reflection of reality using artistic means; b) separating the components of the subject; c) clarification of the symbolic meaning of the elements; e) studying the schematic layout of the image; f) creating concepts about the artistic alphabet of the work.

In the subject of the painting, the landscape, trees, river, horizon line, birds and plants are shown in a certain order. After all, "when working on the landscape genre, the near, middle and far objects are mainly placed in three views. Close-up objects are drawn more clearly, distant objects are drawn lighter. In order to describe correctly in these views, first of all, it is necessary to carefully observe the scene and when describing it, it is necessary to take into account that the distant objects are small compared to the near ones, and according to the rule of aerial perspective, the distant objects are duller and paler in color and tone compared to the near ones. "seems" [5; 41].

Determining the symbolic meaning of these elements is carried out in the next process. Two large trees and then one small tree are brought to the foreground in a logical sequence. The smooth progress of the river water is a sign of tranquility, and the airy color is a sign of the calmness of existence, the transparency of the morning. The composition of the work is made asymmetrically, and the elements on the right side have taken on the task of zalvaron. For example, a pair of trees in a sequence can be compared to a parent, and a young seedling after them can be compared to a child. So this is a triple family symbol. A child is a continuation of life. The idea of love for the family, Motherland and nature is assigned to the image of two birds that have settled on a branch of a tree in the form of a mother.

Morning is the repeated beginning of time (life), the vision of renewal. River is life, water is its continuation. The measure of life is shown on the horizon line. Nature is close to the Motherland. Light blue was chosen as a symbol of peace. Regarding the symbolic content of the picture, the opinion of the specialist S. Bulatov is noteworthy: "Still water prompts the passing of life quickly, in an instant, that is, encourages people to appreciate life and time. Dawn means a new day, life and the need to appreciate each day. The horizon line ... means that human life is also limited, everything has a limit and an end. And nature means Motherland, land. And the prophet referred to peace, tranquility and quietness. And in plants, how beautifully created the existence is expressed, protecting them like the apple of an eye" [2; 48].

Although the sun's rays, an important factor in the dawn of the landscape, are not polished, its function occupies a leading position in the subject line. In this regard, as S.F. Abdirashidov rightly stated, "The nature surrounding us is extremely beautiful and attractive. Under the rays of the sun, a natural light source, everything has its own color and appears in bright colors. The white light of the sun is actually complex, and the beauty of the universe, that is, the greenness of spring grass and leaves, the blueness of the sky, and the color of flowers all depend on it" [1; 187].

It seems that the artist was able to skillfully add such noble qualities as purity, brightness, peace, unity, and responsibility to the image of the morning. We will use the following table to make these aspects more vivid in the reader's imagination:

Expression commonalities	of Comparative analysis	
Genre	Poem	Landscape
Title	It's dawn	Bright morning
Author position	Dreams and feelings are expressed in words through allusions.	Joy, light and beauty are transferred to colors and shapes.
Details	Globe (universe, movement), endless expanses (green belt): herbs and flowers. It embodies the meaning of birth, living, dream, goal and striving for it.	The horizon, trees, river, birds: feelings such as ease, kindness, unity and love adorn the life's details.
Color (in cold colors)	Green means life.	Light blue - pure spirit, morning coolness..
Content	A clear morning sows the seeds of goodness in people's hearts and inspires them to new goals.	Love, loyalty, refinement and purity have acquired a holistic meaning under the name of enlightenment.
Conclusion	It is necessary to appreciate life and people around. To feel and preserve beauty, to treat nature carefully, to respect each other is an important condition of humanity.	

Summary. Therefore, block lessons on the combination of two or more closely related subjects require the correct integration of the subject content, the careful preparation of the lesson plan, the provision of creative cooperation between educational subjects, the effective form, method and methods of teaching. rational selection of tools and their practical application, as well as creating optimal conditions for acquiring new knowledge. Also, common components in the content of subjects serve to educate students in the spirit of national and universal values, to develop the skills of perceiving spiritual beauty and sophistication, nature and the sense of belonging to society through artistic texts.

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