

Importance of Integrative Approach in Literature Lessons

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Abstract: This article focuses on the importance of interdisciplinary integration in teaching literature. The achievements of the integration of literature with other forms of art, such as cinema, theater and music, and the role of computer technology in organizing this process are discussed.

Keywords: literature teaching methodology, integration, learning skills, learning efficiency, student interest.

Introduction.

Integration has a unique role in improving the quality of education. "The term integration is derived from the Latin word *integratio*, which means joining, uniting. Integrating information means combining and presenting materials available in various sources for a specific purpose" [1, p. 28]. This means that in the teaching of literature, the teacher should not be limited to one subject, but should also have certain concepts from other subjects based on the purpose of the lesson. In the process of preparing for the lesson, the teacher should think about which subjects can be better explained in connection with the subject and collect material for the lesson in order to make it more understandable and interesting for the students. Teaching literature classes through interdisciplinary integration serves to increase the interest of pupils and students in the lesson and the effectiveness of education. Literature is the art of words, which is interconnected with other types of art.

(Fig. 1.)

Methods

The importance of integrating literature with music in teaching. Song is an integral part of every person's life. People come to listen to music both in happy days and in sad times. Connecting the teaching of literature with music gives good results. American teacher Timothy Walker's book "Miracle of Finnish Education" paid special attention to this issue, and it was emphasized that the role of music in the educational process is extremely important. The author shares his experience: "When I worked with fifth graders in Helsinki, I used hip-hop compositions in the process of teaching topics such as "Plot element" (in speech art classes) and "The aggregate state of water" (in science classes) [10, p. 104.]. Found many interesting videos with English subtitles on You Tube. Together we would put the words to the melody and sing the song following the rhythm. In addition to interesting learning of new material, as Kraus's research confirmed, it also contributed to the development of language skills by creating a strong connection of neurons" [8, p. 199]. While the book talks about the importance of music, it is stated that its use even in mathematics classes can improve the results in studies. The author introduces the reader to the memories of his school days related to this process: "When I was in high school, one day our teacher brought a tape recorder and played a song by Bruce Springsteen and told us said to analyze the lyrics. The teacher spent relatively little effort then, but I remembered that lesson for the rest of my life. Because it was a very interesting and enjoyable activity. The musical element

brought life to the educational institution at that time" [8, p. 200]. As we can see, no matter how many years pass, such a lesson remains in the memory for a lifetime. Therefore, the integration of literature lessons with music is another proof that it will remain in the hearts of students for a long time. In literature classes, when teaching the topic of the poetry of a certain artist, it is possible to broadcast or sing together its sung form [11, p. 101.]. In this case, the students will be in a better mood by singing and it will help them to memorize the poem faster. For example, when teaching the subject of H. Olimjon's lyrics, playing the song "O'rik gullaganda" performed by Malika Egamberdiyeva or Shuhrat Darya's song "When I was in my prime" gives a good result. Students can also be tasked with identifying the difference between a song and a poem. In the 11th grade literature textbook, Mahmud Toir's poem "Momo yer" is given. In the questions and assignments section of the textbook, we should pay attention to the following question: "Have you heard the song composed to the poem "Momo yer" by Mahmud Toir?" [9, p. 104.] This question guides the teacher to integrate the lesson of literature with music. The teacher should pay attention to this question during the preparation for the lesson and should also bring the necessary equipment to the lesson. The use of the song "Momo yer" performed by the famous artist Oybek Khamrokulov ensures that the lesson process will be interesting and upbeat.

Results

The place of theater art in literature classes. A special place is given to dramatic works in school textbooks. This type of works is distinguished from other types of works, first of all, by the fact that they are written for the stage. Therefore, it is necessary to take these aspects into account when teaching them. They should also be distinguished from prose works in the process of reading. After introducing the students to the theoretical information about the main features of this genre, the teacher can choose several students as the heroes of the work and give them the task of reading by getting into the role and feeling the spirit of the heroes. There are positive aspects of the integration of the teaching process with theater art. Showing a fragment of a dramatic work staged in the theater leads to a further expansion of the imagination of the students about the dramatic work and its content. For example, the play-film "Abulfayzkhan" staged on the basis of dramatic works given in school textbooks, the teleplay "Padarkush", the play "Temir Xotin" or the play "Arol Bobo" are examples of these. Asking the students to stage these dramatic works as homework will help them to re-acquaint themselves with this work and to closely understand the peculiarities of the events and speech of the characters. Excerpts from plays are shown in the lessons of the previous topics, and questions and assignments can be given about which drama is which, which events are depicted.

Integration of literature with cinematography. Fiction is also a rich source for cinematography. This is proven by the success of films based on popular works. It is also possible to integrate these films with literature lessons. The teacher can use it in different ways. First, when explaining a new topic, an excerpt from the movie is shown, and then the students can better imagine the work by reading an excerpt from the textbook that describes these events. Secondly, after getting acquainted with the work and analyzing it, you can post clips from the film. Third, it can be used as part of questions and assignments. For this, students should be familiar with the work and the film. For example, tasks can be given as follows:

1. Identify the differences between a film and a work of art.
2. Find events that were left out of the film.
3. Explain the similarities and differences between the characters in the work of art and the film.
4. What other works would you like to be photographed?
5. Comment on the differences between the effects of cinema and fiction on people.

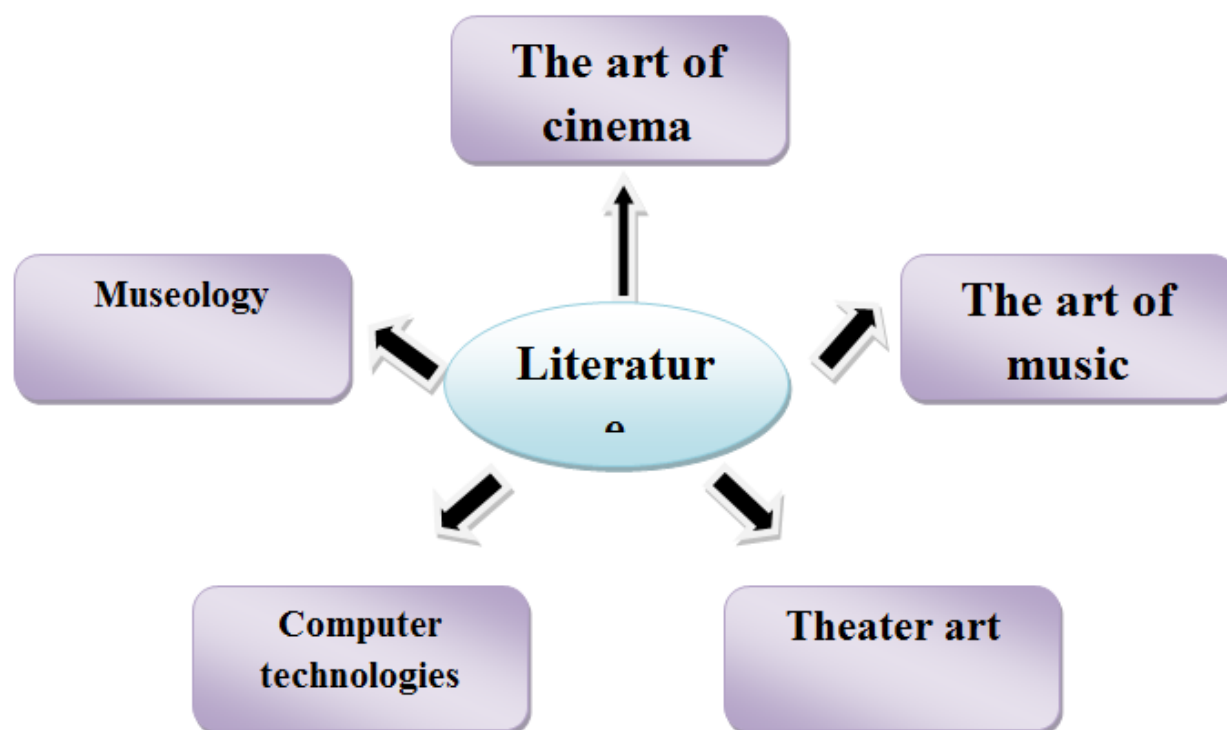
The integration of literary science with the art of cinema serves to better master students.

Integration of literature with museology. Visiting the house-museums of the artist studied in literature classes together with the students, getting to know the exhibits there will arouse great

interest in this artist, but this is not always possible. Today, it is also possible to take a virtual tour of several museums. This allows museums to be brought into the teaching process. For example, when the life and work of Abdulla Qahhor or Oybek are being taught, through a virtual trip to their houses and museums, the students can get to know the houses, life path and work of these artists closely and see them with their own eyes. allows to further strengthen the memory. This is one of the positive aspects of integrating the field of museology in the teaching of literary science. It can also be used in classroom activities in schools.

Figure 1. A diagram of the integration of literature with other fields.

Today, the possibilities of further improvement of educational processes on the basis of computer technologies and Internet information are expanding. This can be clearly seen in literature classes. The role of information technology is invaluable for us to integrate literature lessons with other fields. It is impossible to implement an integrative approach without them. Therefore, the science of literature is primarily related to the field of informatics and information technologies.



Conclusion

It can be said that the form and methods of teaching literature depends on the teacher's skills. Integrating literature lessons with other areas is one of the most effective ways. In addition to the above-mentioned areas, literature can be connected with many other areas. This is done based on the nature of the subject of the lesson. All this leads to an increase in the effectiveness of literature classes and the rate of student learning. If the teacher approaches each topic responsibly and creatively, the intended goal can be achieved.

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