

## Peculiarities of Interdisciplinary Integration in the Literary Education System

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**Abstract:** In this article, the role of interdisciplinary integration in literature textbooks, N. Norqabilov's story "Aqboyin" and Ernest Seton-Thompson's story "Lobo" are explained through the method of comparison.

**Key words:** Interdisciplinary communication, integration, comparative method, pansophy, retrospective, landscape.

In every country, the responsibility of educating the young generation in the right way is the first priority. We know that educating and raising the young generation is not something that happens by itself. For the development of the society, first of all, it is necessary to set the education strategy in the right way. According to this, it can be said that PF-27 of the President of the Republic of Uzbekistan "In order to improve the quality of education in order to reform the field based on advanced foreign experience: from September 1, 2023, each district (city) will have one general "Let the practice of teaching students two foreign languages and one profession be implemented step by step in the secondary educational institution"<sup>2</sup> this decree is directly related to the work carried out in the development of education. Textbooks adapted to world standards are widely introduced into today's education system. The goal is to educate young people as people with creative and independent thoughts. The research conducted in the field of science is aimed at increasing the effectiveness of education. Special attention is paid to interdisciplinary communication and integration in the textbook.

These approaches provide students with a convenient opportunity to connect information related to different fields, expand their ideas, and learn the knowledge that can be learned from subjects. "Interdisciplinary communication consists of summarizing the information collected by studying knowledge in each discipline on the example of various sources."<sup>3</sup> So, interdisciplinarity is a complementary relationship between different disciplines. This type of teaching method teaches students how to approach multiple areas and knowledge.

Industry, technology, scientific research, integration of knowledge, exchange of information and development of educational systems are among the latest forms of integration. It is also important in innovative teaching methods, vocational training and medicine. Integration is derived from the Latin word integration, which means joining, joining together. Integrating information means combining and presenting materials available in various sources for a specific purpose<sup>4</sup>. Scholars K. Husanboyeva and R. Niyozmetova defined the terms of interdisciplinary communication and integration as two different fields that complement each other.

Ya.A. Comenius recommends integration at four levels of education: pre-school education, primary education, secondary education and higher education. At every level, human natural and social abilities, knowledge of sciences and arts, spiritual and moral qualities should be integrated. Also, integration requires implementation between sciences and arts. In his opinion, sciences and arts are separated from

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<sup>2</sup> PF-27-сон 28.02.2023. 2022-2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasini "Insonga e'tibor va sifatli ta'lim yili"da amalga oshirishga oid davlat dasturi to'g'risida (lex.uz)

<sup>3</sup> <https://fayllar.org/fanlararo-aloha-adabiyot-va-tabiatshunoslik.html>

<sup>4</sup> Husanboyeva Q, Niyozmetova R, Adabiyot o'qitish metodikasi. Toshkent: Innovatsiya-ziyo, 2020; -28-b.



each other and destroy the integrity of education. Therefore, he aimed to unite the sciences and arts and organize them on the basis of the idea of “pansophy” (Greek for “common knowledge”) that everyone uses<sup>5</sup>.

Ya.A. Comenius requires integration between different subjects of education and different types of lessons. It advocates the idea that each subject and subject in education is related to the others and requires integration to be fully understood. As the scientist noted, if the subject and types of the lesson are taught together, it creates a foundation for the student to gain solid knowledge.

Through interdisciplinary communication, the student can learn and apply the subject presented in the textbook to a wide extent by connecting it with other subjects. We would like to give an example of this, the native language and literature textbooks published for the 6th, 7th, and 10th grades of 2022. If we pay attention to the literature textbook, the textbook prepared for the 7th grade includes the story “Aqbo‘in” by N. Norqabilov, which tells about the fate of a dog, and the story “Lobo” by Ernest Seton-Thompson, which tells about the life of wolves<sup>6</sup>.

Before reading N. Norqabilov’s short story “Aqboyin”, “Dog is one of the first animals tamed by man. What could be the reason for this? What is the importance of dogs in human life?”<sup>7</sup> Students are addressed with such questions. In this process, students see dogs walking naturally in their homes or on the street. The authors of the textbook took this into account and correctly chose a work that tells about the inner world of dogs through a story. The second work, a story about wolves, reveals the image of wolves, which are known as carnivorous monsters in the animal world, and the environment in which they live. It is also important to provide pictures corresponding to the works in the textbook, to place the pictures in a sequence based on the content of the text. A comparative analysis of the attitude towards animals in Uzbek and world literature is revealed through literary works. The use of the comparison method makes the educational analysis comprehensive, comprehensive, and deep, and helps the students to better understand the specific aspects of aesthetic creation. This method is considered to be an extremely important means of deep research of relations between literatures and within one literature, between different writings of the same writer, and between different images in the same work<sup>8</sup>. Methodist scientist S. Qambarova defines the use of the following methods as effective in comparing works of art with theater art:

- 1) paying attention to “writer-theatre-audience” relations;
- 2) from the four elements of drama such as plot, composition, words and action clarification of the organization and their mission;
- 3) with information about the theater where the play was staged and its creators introduction;
- 4) to create an attitude towards the hero - to tell stories about the actors who played the main roles, to show their photos during the performance;
- 5) clarifying the position of off-stage characters;
- 6) create an opportunity to assimilate the social and household features of the period depicted in the work;
- 7) giving the student the task of telling his imagination about the work - describing the place where the event takes place, the character’s appearance;
- 8) preparing to interview the screenwriter, director, main characters and audience;

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[https://ru.wikipedia.org/wiki/%D0%9A%D0%BE%D0%BC%D0%B5%D0%BD%D1%81%D0%BA%D0%B8%D0%B9,%D0%AF%D0%BD\\_%D0%90%D0%BC%D0%BE%D1%81](https://ru.wikipedia.org/wiki/%D0%9A%D0%BE%D0%BC%D0%B5%D0%BD%D1%81%D0%BA%D0%B8%D0%B9,%D0%AF%D0%BD_%D0%90%D0%BC%D0%BE%D1%81).

<sup>6</sup> Adabiyot 7 [Matn]: 7-sinf uchun darslik / Z. I. Mirzayeva, K. Q. Djalilov. – Toshkent: Respublika ta’lim markazi.

<sup>7</sup> Adabiyot 7 [Matn]: 7-sinf uchun darslik / Z. I. Mirzayeva, K. Q. Djalilov. – Toshkent: Respublika ta’lim markazi, 12-b.

<sup>8</sup> Qozoqboy Yo‘ldosh. Qiyoslash – tahlil samaradorligini oshirish usuli. Global ta’lim va milliy metodika taraqqiyoti mavzusidagi IV an’anaviy respublika ilmiy-amaliy anjumani materiallari, -T: 2020; -B. 27.



9) planning to put an excerpt from some parts of the performance<sup>9</sup>;

These methods of comparison expand the possibility of studying the experiences and problems of the characters of the work of art from different angles.

It is possible to organize a strengthening lesson based on the “comparison” method to create interdisciplinary integration in the literature lesson for 7th graders. At first, students are divided into groups based on colors. The teacher should also be careful when choosing colors and use bright colors. For example: green for group 1, blue for group 2, red for group 3 and thus divided into groups. Each group of students is numbered, so that grouping can cause knowledgeable students to fall into one group and lead to lively debate in the classroom. The purpose of the numbering of each child in the group is to create an opportunity for the teacher to deal with children who do not reveal their abilities in the lesson. This activity is carried out as follows. The number of students who do not react to the lesson during numbering is remembered by the teacher, and this number of students is selected when choosing a number. At the beginning of the lesson, the basic conditions of the method should be introduced. 1. The members of the selected number should answer the given question without receiving any help. 2. Everyone should stop arguing at the appointed time. 3. It is explained that the question should be answered completely and clearly. If the lesson is conducted correctly based on these conditions, each member of the group will approach the lesson responsibly. In this way, it is possible to gradually form the ability to express one's opinion in children who cannot express their opinion in class.

According to the 1st condition, the students should provide complete information based on two works in their field of study. For example: 1st group greens are given literature, 2nd group blues natural sciences, 3rd group reds visual arts. Teams will tell information based on two works in the section of science that fell to them. Students of the 3rd group present their ideas in the form of pictures based on the text of the works.

In condition 2, questions prepared by the teacher are played.

Question: Explain the reason why puppies crawl with their mother.

Question: What tools did the author use to reveal the character of the wolves?

Question: Describe the characters of Aqbo‘yin and Lobo in the play.

Question: Give an example of the retrospective method.

In the 3rd condition, each group performs a comparative analysis of the works, and the number holders chosen by the teacher explain the group's answer.

In the story “Aqbo‘yin”, the main character is Aqbo‘yin, and his loyalty, simplicity, and bravery are compared to his brother Malla. Aqbo‘yin did not notice this deception.<sup>10</sup> Strong, invincible and hasty character is clearly revealed when we compare it with his father Olapar. “It is not for nothing that it is said that youth is a cave. At the same time, Aqboyin was barely restraining himself. If Olapar had not been lying on his floor, he would have resumed the attack he had started and would have started the morning with his usual fruitless chase.<sup>11</sup>” Methodist Q. Yoldoshev is an incomparable aesthetic creature and a work He says that it is impossible to evaluate his heroes. As a proof of this, they express the following points. “Getting to know the work of art in the process of comparison, it serves to correctly understand the content, to determine its moral and spiritual direction without error. Educational analysis and the use of comparison in the implementation of the artistic form, will be a means of determining the level of uniqueness of the way of expression.<sup>12</sup>” In Ernest Seton Thompson's writings, we observe the state of the animal world. “Animals I Know”, “Wild Blanket”, “Animals-Heroes”, “Lobo” and other

<sup>9</sup> Qambarova S. 2023, “Adabiyotni so‘z san’ati sifatida san’atning boshqa turlari bilan qiyoslab o‘rganish usullari”. O‘zbekiston: til va madaniyat 4: 52-63-B.

<sup>10</sup> Adabiyot 7 [Matn]: 7-sinf uchun darslik / Z. I. Mirzayeva, K. Q. Djalilov. – Toshkent: Respublika ta’lim markazi, 16-b.

<sup>11</sup> <https://n.ziyouz.com/portal-haqida/xarita/uzbek-nasri/normurod-norqobilov-1953/normurod-norqobilov-oqbo-yin-qissa>

<sup>12</sup> Qozoqboy Yo‘ldosh. Qiyoslash – tahlil samaradorligini oshirish usuli. Global ta’lim va milliy metodika taraqqiyoti mavzusidagi IV an’anaviy respublika ilmiy-amaliy anjumani materiallari, T: 2020; 29-bet.



such works occupy a strong place in world literature. The author, whose biography is mainly in the bosom of nature, includes the relationship between people and nature in his works. His collection of stories “Wild Blanket” was translated into Uzbek by Togay Murad in 1989, and its main idea is freedom and liberation. The story “Lobo” presented in the school textbook also describes the valley of “Kurrumpo”, which is distinguished by its wide pastures and beautiful nature, and talks about an old, stubborn wolf named “Lobo” who destroys the cattle of the farmers of this place. “Then I saw that Lobo did not eat the cheeses, but collected them in his mouth and buried them with his feces.<sup>13</sup>” In the story, Lobo’s loyalty and perseverance are clearly revealed at this point. He always takes care of his family in this way. When the heroes of the two works are compared, the characters of loyalty, physical strength and loyalty are combined. We know that loyalty, loyalty, friendship, malice, abandonment in difficult situations and similar character traits found in human nature are vividly revealed through animals. An example of this is Malla’s trick on Aqboin in the story “Aqbo‘yin”, and in the story “Lobo” Lobo’s refusal to leave Blanka and being abandoned by his friends in a trap can be a vivid example. In addition, if we use the “comparison” method, we can get a deeper understanding of the character of wolves through the works of N. Norqabilov “Wolf in the Ovul” and “Lobo”. Through these works, the feeling of loyalty to the wolf, characteristic of real wolves, is combined. When Chonkalla Yori felt Okyol’s disembodied body, he died with his eyes fixed on the village. Lobo tries to save his trapped friend and dies on the way.

The character traits of the two characters in these works are revealed in harmony with natural phenomena. Teaching the events presented in the work using interdisciplinary integration provides an opportunity for a broader understanding of the works.

From the point of view of the two works mentioned above, we can witness the connection of literature, natural sciences and visual arts. In the literature class, students get to know the work in full. In the course of getting acquainted, he gradually gets acquainted with inner experiences, the sequence of life events, and literary rules. For example, the textbook provides information about “landscape” (the image of nature in a work of art is called a landscape). The landscape allows you to imagine the place where the events of the work take place. At the same time, the landscape can evoke a certain mood in the reader or help to understand the mental state of the characters<sup>14</sup>. Sometimes, when describing the events of the work, the author may violate their chronological (time) order - return to earlier events. This method is called retrospective<sup>15</sup>. An example of this is when Aqboyin remembers playing with Malla after Karim took away the herdsman Malla in the story “Aqboyin”.

In the textbook, we can also see information about natural sciences and fine arts. Zoology is the science that informs about the secrets of the animal world. Students will once again recall and strengthen their knowledge of zoology while reading the work. As for visual art, the pictures presented in the book, first of all, provide an opportunity to see the text in a live state. In this way, communication between disciplines is ensured. This allows students to understand the work they are reading more deeply.

In short, integration refers to the unification of a common theory based on knowledge from different disciplines, as well as independent collaboration between different fields and disciplines. Interdisciplinary integration is an effective way to organize lessons at a high level, to deliver specific knowledge to a child in a form that will be remembered for a long time.

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<sup>13</sup> Adabiyot 7 [Matn]: 7-sinf uchun darslik / Z. I. Mirzayeva, K. Q. Djalilov. – Toshkent: Respublika ta’lim markazi, 35-b.

<sup>14</sup> Adabiyot 7 [Matn]: 7-sinf uchun darslik / Z. I. Mirzayeva, K. Q. Djalilov. – Toshkent: Respublika ta’lim markazi, 40-b.

<sup>15</sup> Adabiyot 7 [Matn]: 7-sinf uchun darslik / Z. I. Mirzayeva, K. Q. Djalilov. – Toshkent: Respublika ta’lim markazi, 21-b.



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