



INTEGRATED APPROACH TO RUSSIAN LANGUAGE LESSONS

Mirzaliyeva Dilduza Saminova

Makhmudova Dilafruz Solijanovna

Teachers of Kokand State Pedagogical Institute

Annotation

The dream of every teacher is to raise a student who knows how to think independently, ask questions and find answers to them, set problems and look for ways to solve them, while not forgetting about the emotional sphere. Integrated education will help to raise a person who is not only knowledgeable, broad-minded, but also sensitive, moral, able to see, appreciate and multiply the riches of the surrounding world.

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Even I. G. Pestalozzi argued that the learning process should be built in such a way as, on the one hand, to distinguish between individual subjects, and on the other-to unite in our minds similar and related, thereby bringing great clarity to our consciousness and after their complete clarification to raise clear concepts.

K. D. Ushinsky, by integrating writing and reading, developed and implemented an analytical and synthetic method of teaching literacy. Moreover, the integration initially consisted of the novelty and essence of this method, since it, according to the author, allowed to adapt and merge into a single whole the separate elements of two types of speech activity-writing and reading.

In the 70s, the question arose about the activation of the cognitive activity of students, about overcoming the contradiction of artificial dismemberment on a subject basis. The student did not perceive holistically either the educational material or the picture of the surrounding world. This led to an active search for interdisciplinary connections, to use them in differentiated learning. In the second half of the 80s, integrative approaches in domestic education again began to play a dominant role. There is an urgent need to create integrated courses.

"Analysis of the modern lesson": "Integration is a deep interpenetration, merging, as far as possible, in a single educational material of generalized knowledge in a particular field."

There are three levels of integration:

- Intra-subject-integration of concepts within individual academic subjects;
- intersubject-synthesis of facts, concepts, principles, etc. of two or more disciplines, which the teacher should use when preparing an integrated lesson;
- trans-subject-synthesis of the components of the main and additional content of education.

Integration should be a "red thread" in all school subjects, and only at a certain point, when the teachers themselves show an increased interest in this approach and understanding of the material, it should result in a separate integrated lesson.



There are a number of reasons why integrated lessons are needed. First, the world around children is known by them in its diversity and unity, and often the subjects of the school cycle, aimed at studying individual phenomena of this unity, do not give an idea of the whole phenomenon, dividing it into disparate fragments. Secondly, integrated lessons develop the potential of students themselves, encourage them to actively learn about the surrounding reality, to understand and find cause-and-effect relationships, to develop logic, thinking, and communication skills. Third, the form of integrated lessons is non-standard and interesting. The use of various types of work during the lesson keeps the students' attention at a high level, which allows us to speak about the sufficient effectiveness of the lessons. Integrated lessons open up significant pedagogical opportunities. Such lessons relieve fatigue, overstrain students by switching to a variety of activities, dramatically increase cognitive interest, and serve to develop students' imagination, attention, thinking, speech, and memory. Fourth, integration in modern society explains the need for integration in education. Modern society needs highly qualified, well-trained specialists. To meet this need: the training of educated, well-trained professionals should start from the lower grades, which is facilitated by integration in primary school. Fifthly, due to the strengthening of inter-subject relations, educational hours are released, which can be used for learning a foreign language, for in-depth study of fine arts, music, for developing students' activities, as well as additional practical lessons. Sixth, integration provides an opportunity for self-realization, self-expression, creativity of the teacher, promotes the disclosure of abilities. Integration in teaching involves, first of all, the significant development and deepening of inter-subject relations, which are analogous to inter-scientific relations, the transition from the coordination of teaching different subjects to their deep interaction. The integration of knowledge from various subjects is carried out with the help of an integrated lesson.

An integrated lesson is a specially organized lesson, the purpose of which can be achieved only by combining knowledge from different subjects, aimed at considering and solving a borderline problem, allowing students to achieve a holistic, synthesized perception of the issue under study, harmoniously combining the methods of various sciences, and having a practical orientation.

The pedagogical and methodological technology of integrated lessons may be different, but in any case it is necessary to model them. Independent search for new optimal (according to Babansky) schemes-models is a manifestation of the creative activity of the teacher.

Patterns of the integrated lesson:

- the whole lesson is subject to the author's idea;
- the lesson is united by the main idea (the core of the lesson);
- the lesson is a single whole, the stages of the lesson are fragments of the whole; the stages and components of the lesson are logically and structurally dependent;
- the didactic material selected for the lesson corresponds to the plan; the chain of information is organized as "given" and "new" and reflects not only structural, but also semantic coherence; the coherence of the structure is achieved sequentially, but does not exclude parallel communication (in the first case, the sequence of actions is observed, in the second - related tasks are performed that correspond to another logically constructed thought).



An integrated lesson requires careful planning, because students will have to create a generalized picture on a particular topic, which requires some intellectual effort. The work on the lesson consists of three main stages:

I Preparatory stage-the goals and objectives of the lesson are determined, the need for integration with other school subjects is justified. The first stage of this work is the coordination of curricula on subjects, discussion and formulation of general concepts, coordination of the time of their study, mutual consultations of teachers. Then you need to consider how to approach the study of the same processes, phenomena, laws, theories in different courses of academic disciplines. Students select additional literature, illustrations, audio and video materials, prepare presentations on a specific issue of this topic, and receive individual tasks.

The second main stage is the organization and conduct of the lesson within the proposed types. (lesson-game, lesson with elements of analysis and comparison of various sources of information, lesson - solving problem situations, lesson-reflection, lesson-discussion, lesson-conference, lesson-presentation, lesson-portrait, lesson-excursion)

III Final stage-The teacher together with the students summarizes the lesson, outlines questions for further independent work on the studied topic, organizes an exchange of views of participants on the possibility of conducting integrated lessons in the future.

The role of the teacher in the integrated lesson is changing, its main task is to organize such a cognitive process, in which students are aware of the relationship of all areas of knowledge they have received both in the lessons of school subjects, and as a result of painstaking work with additional sources of information.

During the preparation and conduct of an integrated lesson, two or more academic disciplines interact, and the child here performs a new, more active and meaningful role for himself, increasing his self-esteem and understanding of the need to replenish the baggage of knowledge beyond the textbook material.

Fiction provides a wide opportunity to use musical works. Sometimes music can only be a background, like P. Tchaikovsky's musical pieces "The Seasons" when reading poems by Russian poets about nature, or A. Griboyedov's waltz when the teacher tells about the fate of the playwright. But it can also be a kind of actor, like Beethoven's sonata when studying the story of A. Kuprin "The Garnet Bracelet", songs and romances on the poems of Russian poets when studying their work. It is hardly possible to talk about the works of a. Speech development lessons involve such a type of creative work as a story based on a picture, or a description of a picture. But this is not the only way to bring painting to Russian language and literature lessons. Studying adjectives, I suggest that students consider reproductions of paintings and name adjectives denoting colors. Such work enriches the vocabulary, teaches observation. In literature lessons, reproductions of paintings by Russian painters will not only help to create a certain mood, become a kind of background when studying, for example, landscape lyrics by Fet or Tyutchev, but also give an idea of everyday life, customs, and customs. For example, when studying the work of N. Nekrasov, it is difficult to do without reproductions of paintings by Kramsky ("Nekrasov in the period of the Last Songs", etc.), Repin ("Boatmen on the Volga"), Perov ("Seeing off the Dead" and "Rural Procession at Easter").



I use reproductions of paintings by Perov ("The arrival of a governess in a merchant's house", portraits of merchants). A certain mood when reading the final pages of the novel by I. Turgenev "Fathers and Children" is created by Perov's painting "Old parents on the grave of their son". In the examples given, painting is not a background, it significantly complements the image created by the artist of the word, so we are talking about different means of expression.

The literature lesson is designed to help each student perceive the world in its unity. Intersubject connections form the need to expand the range of reading, instill interest in other types of arts or fields of knowledge. Students are convinced that each art form or field of science reflects the world in its own way: history-in the language of facts, literature – in the language of verbal images, theater, music and painting – in their own ways of expression.

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