

INTERDISCIPLINARY COMMUNICATION - AS AN EFFECTIVE METHOD THAT DIRECTS THE READER TO INDEPENDENT THINKING

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Annotation: this article discusses the problems of students of a secondary school in the analysis of classical works in Literature lessons. As a support in solving these problems, methods of using interdisciplinary communication were recommended as a solution in the analysis of Muqimi works given in the school textbook-complex “literature”.

Keywords: Muqimi, group, method, integration, table.

The use of interdisciplinary communication in Literature lessons has an impact on the formation of students' professional skills, on the further increase in their love for nature, the environment, for themselves. Therefore, it is an important task to conduct literature lessons in connection with various disciplines, in which the worldview of its students and the ability to apply the knowledge gained in literature in practice will increase even more.

Of particular importance in the cultivation of the skills of independent thinking and speech activity of high school students is the conduct of literature in connection with the native language in their understanding of the work of art as a science of art. Taking classes in the native language and literature with a teacher –this makes it possible to teach subjects in interaction.

In grades 5-6, when students first get acquainted with a means of provoking laughter-pilgrimage, of course, they are required to find these tools in the text. Pupils emulation, they have no difficulty finding exaggeration, but they stumble a little when separating adjectives. Accordingly, attention should be paid to exercises related to the definition of means of artistic image from the text of the work. In this case, the application of types of work based on the integration of work methods used in Literature lessons is an effective tool. It is necessary that the teacher does not forget the direction of the mother tongue lesson and does not forget the lesson given in literature.

R.I.AK'betkova says about the order of reading works with laughter-provoking means: “humoristic texts should be read aloud in the classroom. It is better for the teacher to do this. If this work is submitted to the student, it is necessary that it be prepared in advance. A bad, expressionless work does not frame children, consequently, the set goal is not achieved. It will be possible to consider the grammatical means that provoke laughter only after the readers are fed up with laughter” [] .

The main issue that needs to be implemented in the lessons of the mother tongue and surprise consists in regularly cultivating in students a sense of interest and attention to the word, explaining to them the place of importance of the word in different texts. Students study the section “lexicology” of the native language in the 5th grade, “morphology” in the 6th grade. The teacher provides students with information about the word and its lexical and grammatical meaning. All these concepts are closely related to literature. Because fiction serves as an important source for readers to increase their native vocabulary.

When performing this task, a “research method” is used – a method that serves to develop students' skills for independent analysis of a work of art. When describing the heroes of students' works of art, research assignments are given. The research method is in many ways close to the heuristic method. This type of work is also carried out in groups. In the 5th grade, after the passage of paired and repeated words, professional terms, phrases, the word's own and portable meanings, and a number of other topics, work is carried out aimed at showing their importance in the literary text.

In this way, from lesson to Lesson, an acquaintance occurs with the skills of summer workers to use words. These works allow readers to use the word as if it were used by a poet or writer in the future. In this regard, K. Mavlonova recommends the following types of work:

- reading the text, identifying and interpreting the coloring and figurative words in it (words with a meaning, contrary meaning, formative words).(uses the types of analysis you get in elementary school);

- reading the text and identifying and interpreting the paintwork in it;

- reading the text and identifying and interpreting phrases in it;

- to read the text and explain the reasons why certain words and phrases in it cannot be replaced by their meaning, etc. [.232-233]. We saw the organization of training as follows, relying on the recommendations of the scientist, as one of the optimal ways to work with groups. The following assignments are given by the teacher. In particular, group 1: writing the names of a person in a work of Art in one column, words with opposite meanings, meanings and forms in their description in Column 2, and then determining which word category they belong to, Group 2 is assigned the task of finding place names, even and repeated words consisting of a compound noun, Group 3 writing down Assignments are organized as one of the creative games.

Creative games play an important role in the development of students ' creative search, independence, logical thinking, meeting their needs for additional knowledge. As a creative game, it is advisable to give the assignment to interpret place names in Uzbekistan, places where the climate of Uzbekistan is described. In doing so, students use a table. "Linguists", "Nomads", "seekers", etc.K is marked. Every" expert " is looking for creative and supposedly discovers news in science. Having completed the tasks recommended by the teacher, they substantiate their answers, relying on the Natural card of Uzbekistan and visual aids. In these didactic game lessons, all students work in cooperation, acquire new knowledge, supporting the previously mastered knowledge in new situations. This instills confidence in the students ' knowledge, talent, and each student begins to gain knowledge diligently and realizing that serious training is a guarantee of success.

Before studying a new topic, the teacher divides students into 3 groups of an equal number and assigns them the status of "scientists" operating in a particular area, as we noted above, scientists of Group 1 take the status of "linguists" and extract from the information in the text of the work the names of persons, names of objects and place names. By correctly placing the question of words, they fill out the table below:

Person name. Who?	The quality given to it	The form and meaning of the word in the original text
Xoja Iso	Badkar	Cancellation (left unemployed)
G'ozi	The land will be offended by him for being a tyrant	A clumsy man
Eshdavlat aka	Miser	
Mirza Umar	Carpenter	
Mingboshi	Cunning, raven-like	
Hoji	A lowly man	
Hoji Zuhur	Arrogant, boastful	
Hofiz Umar	Ugly man	
Baqqol	Character thief man	

Scientists of Group 2 have the status of "Nomhsunos" and find place names in the work.They will examine the materials on the current location status and fill out the table below:

Place names	Territorial location	Why is it called that? Do you know?
Qudash	On the south-west side of Kokand	
Yakkatut,	Located on the south-west side of Kokand	
Yayfon	Located on the south-west side of Kokand	
Nursux	Located on the south-west side of Kokand	
Konibodom	Located on the south-west side of Kokand	

"Scientists", after studying the corresponding part of the topic set for themselves, describe their lectures on the basis of visual aids. A question and answer, a learning debate is held between the groups.

Control and assessment of students' knowledge mastered on a new topic is carried out on the basis of the tasks given in the textbook.

One of the methods of teaching students to think independently is the "method of comparison". This method encourages the child to make a logical conclusion to think independently. This is about Methodist scientist B. Mominova says "observation in comparative analysis effectively affects the development of students' thinking capacity, ability to master, allowing to establish common similar and specific features between things-objects, events, processes, people".

These thoughts require that a sought-after teacher organize literature lessons using pedagogical technologies in the development of the mental abilities of students. The use of the comparative method in the reinforcement part of the lesson will give a good effect. When organizing training, the teacher should pay special attention to working with groups. Depending on the number of students in the Class, A group is organized.

For this, students are divided into three groups. Group 1 is given the task of "Nursukh in the past and Today", Group 2 is given the task of expressing an opinion on "my father in the past and Today", Group 3 "let's come and see." Each group tries to interpret its answer using the "Venn diagram". This is because this technology helps students to analyze the topics studied by comparing theoretical knowledge, information or facts close to each other and is significant in that it focuses on a deeper understanding of the subject. In the context of the application of this technology, each group will achieve the fulfillment of the task separately and will be able to independently express their thoughts.

The external structure of the Constitution describes its relationship with other sources of law, the totality of relations, its place and role in the legal system and its significance in the system of social and normative regulation in society.

The article presents the role of family, forming system of upbringing, traditional-educational system and traditions in Uzbekistan.

In an article consistently revealing the principles of the Bologna process for measuring the quality of education, the dynamics of internationalization and the logic of integration in European higher education and in Eurasia.

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