

EXAMPLE OF INTEGRATED LESSON - THE STORY OF "Milky Way": THE BREAD

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Abstract: *The scientific article deals with the integration of subjects, their methods, the ability to reveal the relationship of subjects through the literary text, as a result of which the student learns interesting, comprehensive knowledge through joint practice. Properly selected learning technologies play an important role in the gradual advancement of knowledge. Variational programs or subjects cannot be considered in complete isolation. They will have the opportunity to join the educational space by integrating Kyrgyz literature and Kyrgyz language. It takes a long time for a student to achieve a goal. From this point of view, an encyclopedist is required to be a teacher. Integrated learning aims to increase the student's level of knowledge and strives to achieve it effectively.*

Keywords: *Integrated education, teaching technology, Kyrgyz literature, Kyrgyz language, word, literary text.*

The subject of literature treats it in accordance with the purpose of teaching on the basis of its object - teaches, educates, shapes and teaches personality. In other words, literature seeks to develop the artistic ability to express, perceive, and express the aesthetic meaning of the soul through artistic images, to develop its artistic ability, creative thinking, figurative thinking, and other concepts. An excerpt from a given work of art on the subject of literature is, first of all, an episode of the work. During the story "The Milky Way" the teacher learns the rock, type, genre, plot, composition, trope and its types, stylistic figures in accordance with the literary and theoretical concepts. At the same time, he analyzes the theme of the story, focuses on its artistic idea, and informs about the barriers of war to ordinary people, the relationship between mother and child, family, the need to appreciate the value of "human" resources. In addition to providing meaningful information, a combination of Kyrgyz language and interdisciplinary links in Kyrgyz literature will further expand the competence of future teachers.

"It is necessary to clearly identify the differences and commonalities of the integration of literature with the teaching of interdisciplinary communication," said Professor B. Otorbaev. In the interdisciplinary relationship, he writes that the subject will remain the same, in particular, the subject of literature will remain in the literature, the subject of history will remain in the history, the subject of language will remain in the language. In the case of integrated learning, it is stated that the materials

of each subject will be considered separately, and that the subject will lose its face, that is, only a small amount of information will be provided from each subject. [1, 24] However, as we have shown in previous studies, we do not agree with this view. This approach (integration) has yielded good results in school education, especially in pedagogical specialties at universities. For example, a literature class is naturally related to a Kyrgyz language class.

The naturalness of this relationship is revealed only through the literary analysis of the language and literature used in the literary text. Consider in our example the use of a given literary text in an integrated lesson. Literary text for integrated lessons of Kyrgyz literature and Kyrgyz language is a lever of self-development. In organizing such a lesson, the teacher must first determine the purpose of the lesson, determine the basis of the content, focus on the specifics of the selected text, and clearly allocate the time schedule.

Experience has shown that explaining national values, values, and grammatical concepts to a student is much better than teaching two subjects separately. An important outcome of an integrated lesson is that students know the unity of values they have acquired from mastering the various subjects they are studying and that they generally pursue a common goal in education. In the acquisition of such values by students, first of all, human interaction is involved. It is necessary to integrate the content of relevant training materials before organizing integration lessons.

Integration of learning content is the process of defining and clarifying the relationship between their content within a particular system of education in order to create a unified understanding of the world around them, focusing on the development and self-development of students.

Although students receive knowledge of personal values in the works of Chingiz Aitmatov in the form of ready-made information from teachers, stories, lectures, books, textbooks, scientific sources, critical articles, however, apart from reproductive methods and dogmas, students are not consciously memorizing knowledge. in the understanding. Integrated lessons increase not only the retention of knowledge, but also the intensity of the student's thinking. [2.35]

Kyrgyz literature through the work of Chingiz Aitmatov "The Milky Way" invented something new that was not found in practice. From beginning to end, the story develops in a conditional-symbolic way, that is, a conversation with a person on the Earth - Tolgonai, who did not hide his life, asks a question to the Earth, and Tolgonai gives the answer. In 1963, Salizhan Zhigitov, a well-known critic, wrote of the work: "The author modestly called it a 'story.' It is a synthesis of genres. It can be called a novel. It can be called a film poem, but it is more appropriate to call it a poem. "[4,122]

It was first published in the Kyrgyz language in the January 1963 issue of Ala-Too magazine. As soon as it was published in the March 10 issue of the newspaper "Soviet Kyrgyzstan" Mukhtar Borbugulov's "Endless Road", in the June issue of the magazine "Ala-Too" Salizhan Zhigitov's "The Milky Way" - the way of humanity Keneshbek Asanaliev's article "The Milky Way is the Way of Life" appeared in the May 22 issue of the magazine. The Russian version is in New World magazine. Simultaneously with the Kyrgyz translation, the Russian translation was published in the 1963 issue New World magazine under the title "Mother's Field". [5.214]

Bread

By evening, fresh wheat bread was ready for the **reapers**. Isn't it a long-standing tradition that fresh bread should **be eaten** first and foremost by harvesters. That bread was made **by**

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beating the bundles we picked from the edges of the field every day. When I taste **fresh wheat bread**, I always feel the sacred taste, even though the color is black, the dough is liquid, fresh, but the bread is a little younger, how can it be compared to its fragrant taste, the smell of sun, earth and smoke!

As the reapers gathered in the ditch, the sun came down on the fields. The light of that day seemed to block the twilight. **My family and I** sat outside the **tent**. Subankul **was about** to arrive, but Jainak was not there as usual, he riding the brother's **bicycle** and hurried to red house to hang the pamphlet. Aliman spread her shovel on the ground, sprinkled the apples she had brought from home, and poured **yeast** into cups. Kasym, who had washed his hands in the ditch and stopped **the combine**, came and sat down. As he imitated the bread with a tired motion, he said: **"It's still hot. He said, "Mother, be the first to taste fresh wheat bread."**

"Bismillah," I said, taking a loaf of bread and chewing on it felt new smell. It was the smell of a combine harvester. The smell of hand of straw, black oil, iron smell. Every loaf of bread smelled like **kerosene**, but I had never eaten such sweet bread, because it was imitated by my son's hardworking hands, because it was the bread that most people, the people sitting next to me. At that time, I thought about what a mother is, that her happiness is inseparable from the happiness of the people and the majority, as if, for example, a stalk of wheat is **rooted** in the earth. Yes, I am still convinced of that. Well, what happened to me personally. There are people - there is life.

Chingiz Aitmatov (The Milky Way, 1964)

Working with text: Dictionary. Create an explanatory dictionary of words and word sequences marked in the text. **Complex sentences.** Copy complex words from the text.

The meaning of the word. How do they understand the meaning of the word "new bread"? **Orthoepy and spelling.** They tell the correct pronunciation and spelling of the words kerosene, bicycle, combine. **Punctuation.** Explain the use of punctuation.

Proverbs. What proverbs do you know about family, motherhood, bread, and the earth?

1. You know the value of a brother when you are married, you know the value of parents when you have a child. 2. The younger brother grows up when he sees his brother, and the younger sister grows up when she sees her sister. 3. Even if he is annoyed, he will not be annoyed. 4. Where the front caravan goes, the next caravan goes there. 5. The apple does not fall far from the apple-tree. 6. Honor your father, even if you are hungry for six days. 7. Where do you find wheat if you call a horse bad, where do you find a relative if you call a brother bad? 8. Even if you are six years older than your father, it is strange that you do not respect him. 9. Even if you have six siblings, you still feel lonely. 10. If you respect your parents, you will be respected by your children. 11. The father's curse is an arrow. 12. When your father is sixty, deceive him and give him strength. 13. Do not enslave your father when he is old, and do not enslave your mother when she is old. 14. If you eat bread like an ear (big), you will be as strong as a goat. 15. If you have a bread than you can song.

Interpret the meanings of words:

1. **Tradition** – n. a substance, custom, ritual of a social, traditional, national character; tradition. National tradition.

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2. **A bundle** -n. is a substance. 1. A piece of string, tape, or other material used to tie, tie, or fasten something. Tie of yurt carcass. The bundle of shoes. Thread strap.

2. Crop, grass, etc. b. a bunch of things. Five bunches of wheat. Lucerne was gathered in bundles.

Destruction, collapse. The corpses of men and horses fell on each other without leaving any traces (Karalaev). The horse fell down as a bundle and died (Manas).

3. 1. **Beating stick**- A wooden mallet, which strikes on the head or becomes thick, which is suitable for striking with a hammer, strikes something hard and other things. Akman has a big stick in his hand (Sydykbekov). If the blow is strong, the felt peg enters the ground (proverb).

2. **A woven scarf** used for fun and tribulation. Gray boys beat their cheeks when they are beaten (Sydykbekov).

3. **Beating** - 1) in fairy tales: beating by itself; 4. Beating with a weapon in someone's hand.

5. **Beating stick** - has a large, thick, scattered long flame. Beaten haired horse.

A wooden mallet, which strikes on the head or becomes thick, which is suitable for striking with a hammer, strikes something hard and other things. Akman has a big stick in his hand (Sydykbekov). If the blow is strong, the felt peg enters the ground (proverb).

4. **Twilight** -n. is a time of dusk and blindness. The sun had set, the clouds had bled, and twilight had set in with a black scarf (Aaly). It was getting dark and it was getting dark all around (Abdugarimov).

5. **A tent-n.** is a low yurt with no need for needles, a shelter made of various materials, such as grass. The narrowness of the blood house, the width of my black tent (proverb). Reed hut. A grass hut.

6. **A reaper** is a person who reaps.

7. **The edge** -n. of the hill. The place after the harvest. The children of the village go picking and gathering wheat (Bayalinov).

Myth II. -n. A rumor that is tempting, a word that has been taken away by the people. Moreover, the bargaining of his servant would be a legend for the people (Aaly). Kokotoi's food is the soul that has become a legend.(Manas).

8. **Yeast-n.** Fermentation is a substance. A beverage that is fermented quickly.

9. **Treat the food-v.** Trying the taste. Come down and taste. (Karalaev)

While shrink the mouth –while he finished speaking inside of tent lightened. (Zhantoshev)

10. **Family Code.** Marriage is an equal marriage between a man and a woman, established for the purpose of marriage, which creates a marital and property relationship, with the free and full consent of the parties in the manner prescribed by law.

11. **Family** - a group of relatives living together (parents with children).

12. **Family** - in the care of the owner people, family members.

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13. **A house** is a place where people live.

14. **Codex** [kodex, <lat. codex, book]. Collection of laws.

Spell the words correctly:

Double words are words that consist of two or more words and belong to only one word group. Double words are always written with a hyphen. For example, double complex words: people (эл-журт), little (анча-мынча), germination (өнүп-чыгуу), root (түп-тамыр), happiness (бак-таалай).

- **compound words:** taste, hot bread, fresh wheat, black oil grand father.

- **words based on historical principles:** combine, kerosene, bicycle.

It is a historical principle to write words in their previous or original pronunciation, rather than in their current form. This principle is sometimes called the traditional principle.

Therefore, integrated learning is the most important didactic requirement in accordance with modern requirements. By integrating the lessons, students provide a holistic, comprehensive education for the world as a whole. Teaching - this time increases the ability of students to think, to be active, rational, to apply their knowledge in life, to choose it correctly in memory, heroism, humanity, tolerance, pedagogical, psychological and physiological development.

Although the number of works devoted to integrated learning is small, integrated education is co-founded and co-taught with pedagogy.

There is no denying that it is coming. The only requirement is to adapt this approach to the development of modern society and to develop more methodological tools. For the teacher, too, it creates a desire to work hard, to teach with great skill, and to adapt the lesson to practical purposes with comprehensive, interesting materials. In general, the integrated teaching of Kyrgyz literature provides the student with a search for interesting, useful, boring methods.

Giving and educating future generations as individuals and providing accessible education creates the conditions.

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