

ESTABLISHING INTERDISCIPLINARY INTEGRATION IN LITERATURE TEACHING

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Annotation: Writing a literary work is an art, and teaching it is also an art. No subject can elevate national thinking like literature. Therefore, this article provides practical guidelines for teaching literature in an integrated manner with other subjects and presents theoretical perspectives on the interdisciplinary integration in literature education.

Keywords: integration, interdisciplinary connection, types of integration, integrative lesson, literature, mother tongue, history, music.

Main Article: Achieving effectiveness in teaching literature and defining the role of interdisciplinary integration is one of today’s pressing educational challenges. Just as everything in the universe exists in harmony and connection, the educational process must also be conducted through an integrative approach. Literary education is no exception.

It is well known that literature is inherently connected to the mother tongue. As an art of words, literature relies on and is empowered by language. Studying the linguistic features of literary texts in mother tongue lessons, and exploring the semantic nuances of words in literature classes enhances learning outcomes. It is essential to teach the mother tongue through literary texts and vice versa, which ensures knowledge retention.

Depending on the nature of the topic being taught, various levels of integration with other subjects can be implemented. Experts identify three levels of subject integration:

- **Unilateral integration** – e.g., connecting a literature topic with similar ones in Kazakh or Karakalpak literature.
- **Bilateral integration** – e.g., involving history or geography in literature lessons.
- **Multilateral integration** – e.g., incorporating information from multiple disciplines to enrich a literary lesson.

Scholars define educational integration as a process that fosters a holistic understanding of the world by ensuring internal connectivity among components of the

educational content. This leads to well-rounded knowledge, promotes both universal and national values, and prevents fragmented learning.

Many thinkers and educators, including Comenius, Pestalozzi, Rousseau, Tolstoy, Ushinsky, and in Uzbekistan – R. Mavlonova, N. Rahmonqulova, S. Dolimov, V. Qodirov, A. Zunnunov, and others – have contributed to this topic.

A communicative approach is particularly important in linking literature and language through literary texts. As Professor Q. Yo‘ldoshev states, “Unfelt and unrecognized beauty cannot contribute to the development of spirituality.” Therefore, emotional and aesthetic aspects of language should be emphasized, encouraging aesthetic interpretation alongside linguistic analysis.

Three main types of educational integration are noted:

1. **Intra-subject integration** – establishing connections within a single subject.
2. **Interdisciplinary integration** – connections between two or more subjects.
3. **Transdisciplinary integration** – connecting core subjects with additional educational content.

Integration in education depends on the interaction of pedagogical, socio-cultural, political, and economic factors. The poetic aspect of language studied in literature stimulates students’ interest and encourages creativity. This leads to a desire to explore artistic methods and complete creative assignments.

Practical tasks in the curriculum, such as identifying figurative language, interpreting metaphors or homonyms, analyzing rhyme and rhythm, serve both educational and aesthetic functions.

In 6th-grade textbooks, theoretical concepts in literature are often not aligned with those in the mother tongue curriculum. Addressing this gap improves learning efficiency. For example, teaching figurative language in language classes can be reinforced by literary examples and analysis.

A. Zunnunov and A. Aliyev in their methodological guide “Studying Literature in Connection with Other Humanities” stress the importance of comprehension, thinking, and speech development. Lessons should focus on helping students understand, apply, and analyze literary content creatively.

The analysis of 6th-grade literature curriculum shows areas lacking integration. For effective interdisciplinary teaching, the following steps are recommended:

1. Teachers should develop integration-based curricula for their specific subjects.
2. After review by the methodological council, all subject curricula should be unified into a single working document.

3. Teachers should include an “interdisciplinary connections” column in their lesson plans, identifying related subjects and topics with usage methods.

Such integrative approaches help optimize teaching efforts and improve learning outcomes. The goal of modern education is to foster creative individuals who can realize their full potential. Achieving this requires **innovative change**, including democratizing education, humanizing the curriculum, and aligning it with socio-economic realities.

The poetic function of language studied through literary analysis fosters emotional engagement and deepens students' appreciation of literature. Writing assignments on topics such as homeland, mother, spring, and future evoke feelings of pride and creativity. This enriches students' writing with expressive language, engaging them in artistic expression.

Ultimately, integrating theoretical knowledge of literature into practical tasks enhances students' understanding of linguistic phenomena and artistic tools. This also cultivates habits of thoughtful reading and expression.

To further strengthen integration:

1. Each teacher should design integration-focused programs for their subject.
2. Programs should be reviewed and synthesized into a unified teaching framework.
3. Lesson plans should explicitly state interdisciplinary links and how they will be used.

Using integrative programs that combine topics from various subjects creates an engaging learning environment and enhances comprehension.

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