



A Cycle of Integrated Lessons of Literature and World Art Culture Dedicated to The Work of S.A. Yesenin

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ABSTRACT

The topic under study is relevant due to the fact that the integrated lesson aims to lay the foundations for a holistic view of nature and society, and to form one's own attitude to the laws of their development. Regarding this work, we can say that using the possibilities of the subject "World Artistic Culture" will improve the perception of the material studied in the lessons dedicated to Sergei Yesenin. Pictures, musical inserts, illustrations help to better perceive the material, develop the imagination of students. The purpose of this article is to show the connection between the subjects "world art culture" and "literature" on the basis of an integrated lesson on the topic of S.A. Yesenin.

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The concept of "integration" goes back to the Latin word "integer" integral, which means the process of combining parts into a whole. If we correlate this term with the educational process, then we can say that this is a kind of restoration of a single space of subjects studied at institute. The integration of knowledge within several academic subjects is a very effective method of learning. The problem of integration of education in institute is very relevant for this period of time [1].

Modern education is aimed at the development of an intellectual personality, at the formation of a holistic view of the picture of the world in a student who understands the full depth of its connections and processes. The disunity of subjects has become one of the reasons for the "mosaic" outlook of the students. Therefore, such independence of subjects, their weakened connection with each other causes serious difficulties in the formation of the worldview of institute. An integrated lesson, in turn, is a rather complicated form of work with students that requires long preparation and planning, but with its help you can restore all interdisciplinary connections, show in practice how one or another subject is related to another. In the context of cultural education, various ways of integrating subjects are being developed, which can be considered as a dialogue within the humanities education. It is noted that the period of high institute is very important for the cultural and aesthetic development of the student's personality, so it is during this period that the institute can significantly influence the artistic development of students. Therefore, the subject "world art culture", which is often perceived as secondary and insignificant, can help solve problems with cultural education. In turn, such a subject as literature also actively influences aesthetic perception.

Integrated lessons help to go beyond the usual lesson, thereby increasing the possibility of developing the abilities (creative, intellectual) of each student. Integration helps students learn to acquire knowledge on their own, develops interest in learning, broadens their horizons, and develops the potential of students [2].

In the course of conducting integrated lessons, such an issue as an individual differentiated approach to teaching students with different levels of intellectual abilities is more successfully solved. Integrated lessons

are much more interesting for students, they encourage them to learn, to be interested in independent study of a particular topic. These lessons help the development of speech and the replenishment of the vocabulary of students, develop cultural and aesthetic taste, the ability to understand and appreciate works of art, the beauty and richness of native nature, and creativity.

Thus, interdisciplinary connections form a necessary condition for organizing the educational process as an integrated approach to learning and strengthening its unity with education. In the educational activity of students, the implementation of interdisciplinary connections serves as a didactic condition for its activation, systematization of knowledge, independence of thinking and cognitive interest. The orientation of the subjects "world art culture" and "literature" increases the idea of the possibilities of using integration. But it should be taken into account that an integrated approach to cultural and aesthetic education is possible only if the programs of these subjects provide for the possibility of such integration. In this case, to solve this problem, it is best to use programs that are as similar as possible not only in content, but also in the framework of the methodological tools used [3].

D.I. wrote about the didactic theory of interdisciplinary connections in their works. Zvereva, V.N. Maksimova and others. They defined the functions, types of connections, their place in the modern institute, the means of their implementation, and also developed a methodology for planning and organizing training. The general didactic provisions in these works were specified in the methods of teaching individual subjects. The main function of interdisciplinary connections at institute is to discover unity in the diversity of phenomena that are studied by different academic subjects. Integration increases the field of knowledge, thereby highlighting the links between knowledge elements from different academic disciplines as special objects of assimilation. T.B. Brazhe in the article "Integration of Subjects in the Modern School" writes: "The deepening of the process of differentiation of sciences is one of the reasons leading to the opposite effect - the desire for integrity, the integration of knowledge from different areas" [10]

The implementation of interdisciplinary connections contributes to the familiarization of students with systemic thinking, the formation of a system of scientific knowledge, skills and worldview of students, to see the general in the particular and evaluate the particular from the standpoint of the general. The systematic use of integration in the educational process also contributes to the solution of educational problems that are associated with the consolidation of subject knowledge and skills of students in the process of their constant application in teaching various subjects.

Also, in the process of implementing interdisciplinary connections, the pace of explaining the educational material increases, which helps to concentrate the attention of students and activates their cognitive activity. In this case, the question of the attitude of students to a "secondary" subject is removed, and the control system is greatly facilitated, since all sections of the integrated course are equal and equally significant. Integration is only possible if [4]:

- A. the objects of study must coincide, or be close enough;
- b. integrating subjects use the same or similar research methods;
- V. integrating subjects are built on common patterns, general theoretical concepts.

In this regard, it is possible to integrate academic subjects devoted to the study of the following areas of knowledge:

- A. society and social relations (history, economics, law, social studies);
- b. nature and its basic laws (physics, chemistry, biology);
- V. logical and algorithmic procedures (mathematics, computer science);
- g. literature and art.

Interdisciplinary connections somewhat complicate the content and process of students' learning activities. For students who do not have a solid system of knowledge, integrated lessons can be overwhelming, and interest in learning will decrease significantly. For students whose level of knowledge in subjects is quite high, reliance on interdisciplinary connections is a necessary condition for further improving knowledge in the learning process. Therefore, in organizing the creative activity of students on the basis of interdisciplinary connections, the leading place is occupied by educational work aimed at mastering the system of subject knowledge and mastering the methods of their transfer and generalization. Integrated lessons have a significant

educational, developmental and educational potential, which is realized under the following didactic conditions:

1. Correct identification of interdisciplinary objects of study.
2. Rational organization of joint work of teachers.
3. Consistency of actions of teachers and students.
4. Activation of the cognitive activity of students at all stages of the lesson.
5. A variety of forms of educational activity and ensuring continuity between them.
6. Operational use of feedback to regulate the pedagogical process.

Each person feels the need for a holistic worldview and a system of values that guides him in everyday life, because he lives in a multifaceted space of culture, and his life is determined by what languages of culture he speaks. The task of education in this case should be to teach the student to navigate in the world of ideas, images, to develop his thinking and perception of reality. Pestalozzi once said that the learning process should be structured in such a way as to, on the one hand, distinguish between separate objects, and on the other hand, to unite in our minds similar and related ones, thereby bringing great clarity to our minds and after complete raise their clarifications to clear concepts.

Creativity S.A. Yesenin is truly a very great contribution to Russian literature of the first quarter of the 20th century. The themes of his poetry were varied, as were the directions in which the famous poet worked. During the period of his creative activity, that is, from 1910 to 1925, his poems were filled with lyrics, in 1914 - 1918 he was attributed to the new peasant poets, and in the period from 1918 to 1923 he wrote poems that belonged to the direction called Imagism [5].

To form a holistic picture of the work of Sergei Yesenin among students, it is possible to offer the study of the material in the form of a cycle consisting of several integrated lessons:

"Life of S.A. Yesenin"

"The theme of the Motherland in the lyrics of S. Yesenin"

"Love in the lyrics of S. Yesenin"

When conducting such lessons, various cultural monuments related to the work of the poet become a necessary component.

Summing up, it is necessary to emphasize once again that the modern lesson of literature should not be divorced from other related subjects: the Moscow Art Theater, fine arts, music. It is necessary to use as widely as possible the interdisciplinary connections of the disciplines of the culturological cycle. Such integration of lessons makes it possible to educate in students an aesthetic taste, moral principles and, in general, a harmoniously developed personality. It allows you to implement a wide range of tasks, among which the main ones are:

A. increasing motivation to read literature and interest in various types of art;

b. joint consideration of concepts from different subject areas, as well as their comparison and analysis.

We can characterize the relationship of literature with related arts, showed the relationship between the subjects "world art culture" and "literature", considered the features of integrated classes on the principle of studying the work of S.A. Yesenin. In order to form a complete picture of the poet, it was proposed to study the material in the form of a cycle consisting of several integrated lessons. In the course of their conduct, we proposed to use works of painting,

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