

# INTEGRATION AND CLUSTER RELATIONS IN LITERARY EDUCATION

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**Abstract.** This article analyzes the integration and cluster relations in literary education. In particular, the concept, forms and functions of the non-traditional course in literary education, the features of the integrated course of non-traditional literature, the integration of the course of literature with the sciences and such areas as the native language, history, and art are studied. The article defines the concept of "cluster of literary education" and lists the integrated forms of literary education. Literary education is now going through a difficult period. The content and form of education are changing, and new approaches are being introduced that reflect the content of literary education in new curricula. New approaches to learning have a tradition of putting the student at the center of the learning process and creating all the conditions for him or her to receive a quality education. This is directly related to the process of literary education as a person-centered approach to education. More and more attention is paid to the humanistic principle of literary education, the revival of national values in the context of universal culture. The purpose of literature lessons is to teach the student to pay attention to the content of the training, to instill in him a love for the literary word. This helps the student to feel the unity of the world and the person. An integrated approach to literary education and its cluster coordination can greatly help in solving these problems.

**Keywords:** the integration, literary education, the student, the process of globalization, cluster of pedagogical education, cluster strategy, goals, functions, principles and directions of development of the cluster of pedagogical education.

## INTRODUCTION

Integration of disciplines in a modern school is one of the areas of active search for new pedagogical solutions that contribute to a more effective and rational impact on students, the development of their creative potential. Students

have a special understanding of art forms. At the same time, the arts such as painting, music and literature are closely intertwined, and the organization of their comprehensive education in secondary schools allows the student to perceive the world in unity. Painting serves to fully convey the diversity of the world, music serves to express human emotions, literature serves to artistically embody reality through words, and this provides a complete understanding of the world through the harmony of emotions in a properly organized integrated education. No art form can create a complete picture of the world without integration with its contemporaries. Thus, integration into literary education helps children to develop their aesthetic characteristics more deeply.

## **MATERIALS AND METHODS**

The problem of integration of literary education requires clarification of the following questions:

- the concept, forms of non-traditional lessons in literary education, their functions, diversity and features;
- Interdisciplinary integration and clarification of its types;
- Integrated lessons as an unconventional type of literature in general education schools;
- Integration into literary education and its practical application.

### **1. The concept, forms and functions of non-traditional lessons in literary education.**

Reading fiction is one of the most pressing problems of our time. This led to an increase in the number of shortcomings in the oral and written speech of students. Any form, method, or tool that makes the lesson interesting and meaningful should be used to encourage students to read the works of these writers and poets after the literature lesson. Such a creative environment should be created in such a way that each student, first of all, feels the need for a lesson, and also strives to fully express their activity, abilities, and interests. Any obstacle that prevents this should be removed by the teacher. Students should be able to work

very freely in the classroom. In this context, non-traditional forms of teaching in literary education help to stimulate students ' interest in science.

Non-traditional forms of learning do not belong to any of the specific classifications and do not define the forms and means, they are characterized by a passion for joint creative activities, student-teacher interaction, creativity, improvisation, and a large change in structure. When organizing non-traditional forms of classes, modern pedagogical technologies are used for the purposeful and systematic development of students ' mental and creative thinking. In particular, developing, game-based, problem-based, differentiated, informative, project-based learning can be provided through non-traditional lessons.

Non-traditional forms of education, on the one hand, allow students to better learn and understand, evaluate their individual characteristics and identify their interests, on the other hand, allow the teacher to self-understand, creatively approach the work. and implement your ideas. Non-traditional forms of learning strengthen skills, forming new knowledge and control skills. Therefore, integrated lessons allow you to systematize knowledge, generalize it and repeat it as an unconventional form of learning. The deductive and inductive process of knowledge formation is observed in non-traditional lessons organized using game technologies. Non-traditional forms of lessons include the following (Figure 2.1):

<b>Types of training sessions</b>	<b>Forms of training sessions</b>	<b>Principles of organization</b>
A lesson in learning a new topic	performances, travel, conferences, video competitions, tutorials, etc..	A great way to present a topic is to give a sufficient idea of the time and place, features and characteristics of the topic being studied..

A lesson in repetition and generalization	interview, debate, historical portrait, problem lesson, etc.	Achieving the effectiveness of personal participation through the analysis of the activities of historical figures.
Control lesson	Quizzes, auctions, contests, Olympiads, etc..	Game ways to test your knowledge and skills.

### 2.1-picture. Non-traditional forms of education

Russian scientist O. V. Trofimova defines the concept of non-traditional lessons as follows: an unconventional form of a lesson is an interactive form of a lesson, with a subject-subject position in the teacher-student system, with various types of activities (play, discussion, reflexive), based on active teaching methods.[1]

The relationship between traditional and non-traditional lessons can be seen in the following (Figure 2.2):

Elements	Traditional lesson	Unconventional lesson
<b>Conceptual framework</b>	<b>Disadvantages:</b> Subject-object relations in the "teacher-student" system, avoidance of communicative communication between students.	<b>Advantages:</b> subject-subject interaction in the "teacher-student" system, the possibility of communicative (interactive) communication between students.
<b>Goal</b>	<b>Advantages:</b> formation of knowledge, skills and abilities	<b>Advantage:</b> development of students' creative potential
<b>Content of the</b>	<b>Advantages:</b> relatively large	<b>Advantages:</b> relatively

<b>training material</b>	amount of information, systematic	deep study of the training material;
<b>Part of the process</b>	<b>Advantages:</b> having a clear lesson structure;	<b>Disadvantage:</b> a small amount of training material.
<b>Organization of the educational process</b>	<b>Disadvantages:</b> uniformity, mold formation.	<b>Advantages:</b> reliance on internal sources of motivation, mechanisms of human self-management;
<b>Methods and forms of students' learning activities</b>	<b>Disadvantages:</b> low level of students' independence, passive cognitive position, lack of critical thinking skills.	<b>Disadvantage:</b> labor intensity.
<b>Methods and forms of teacher activity</b>	<b>Disadvantages:</b> oral teaching methods, the predominance of the teacher's monologue.	<b>Advantages:</b> different forms of activity, a high level of independence, the ability to form critical thinking.
<b>The activity of the teacher in the process of managing the assimilation of the material.</b>	<b>Advantages:</b> control of the teacher over the content, the course of the lesson, its time.	<b>Advantages:</b> priority in stimulating pedagogical activity.
<b>Diagnostics of the educational process</b>	<b>Advantages:</b> predetermination, monitoring of learning outcomes	<b>Disadvantages:</b> less opportunities for teacher control.

**Figure 2.2. The relationship between traditional and non-traditional forms of lessons**

The tasks of non-traditional forms of education are the development of students' mental and creative abilities, the activation of cognitive activity and the formation of communication skills and orientation in the subject under study using non-standard teaching methods.[2]

A literature lesson is characterized by the beginning of a literary direction, the discovery of an aesthetic, moral, or philosophical problem.[3] There are many ways to increase students' interest in a topic in literature classes. Non-traditional forms of literature lessons include research, invention, primary source analysis, interpretation, brainstorming, interviews, interviews, review, etc., based on the forms, tools, and working methods known in educational practice.

Non-traditional forms of literature lessons differ from traditional lessons in that they resemble social and cultural events, repeating elements in them. For example:

- hajj with visits to sacred places associated with the life and work of classical poets and writers;
- Travel lessons (for example, a trip to the tombs of Ahmad Yassawi, Khoja Baha'uddin Naqshband);
- Visit to the house of poets and writers;
- Performances (for example, "The Rise of the Brides" by S. Ahmad or "Hamlet", "King Lear" by Shakespeare).

Such forms of non-traditional classes help students easily and effectively learn the material, keep it in their memory for a long time.[4]

## **2. Features of the integrated course of non-traditional literature.**

Through integration, the student has the opportunity to go beyond the subject, clearly see how the subjects relate to each other, and at the same time increase the motivation to study a particular subject. Integration should promote the integrity of the worldview, the unity of the world and the person who lives and knows it.

Literature - by the power of the artistic word-serves to purify and increase the spirituality of a person. It is based on the promotion of beauty and sophistication. With this quality of literature, it is necessary to solve the following tasks related to its teaching in secondary schools:

- education of a full-fledged person;
- activation of students ' mental activity;
- formation of generalized knowledge and skills;
- to educate students with aesthetic qualities, to teach them the language of art and the culture of its perception.

Ensuring the integration of academic disciplines will help to solve these problems in many ways.

Integrated literature lessons are aimed at educating the student's emotions and spirit, as well as developing his or her emotional aspects in general. A thinking and feeling person is a person whom the teacher seeks to teach with the help of literature. A comprehensive lesson helps the student fully understand the richness and diversity of being.[5]

Some elements of interdisciplinary or intra-subject integration are naturally related to the nature of the subject. Many subjects in secondary schools work on the basis of interdisciplinary integration. For example, literature and native language, chemistry and biology, history and sociology, physics and mathematics, etc. However, it is necessary to reconsider the issue of interdisciplinary and interdisciplinary integration within the subject on the example of literary science. Ensuring integration within the topic is a critical issue. Now students, unfortunately, consider each topic in a separate shell. For literature, it is important to offer theoretical and practical solutions to eliminate this misconception in us, to make the topics whole, in harmony with each other.[6] We should not forget that interdisciplinary integration is not a combination of similar concepts of solid knowledge from different disciplines, but a combination of different topics in the

study of one topic, a combination of topics in a single block based on a single approach.

The goals of integrated literature lessons are as follows: 1) **cognitive goal** – to find facts and events in literature and literary criticism, the connections between them, to study them and make certain scientific conclusions; 2) **educational goal** – to generalize literary phenomena and improve them through mutual analysis and comparison.

One of the most important results of integrated literature lessons is reflected in the formation of various values in students, such as language, speech, history, culture, human relations, mental education and physical culture.

Interdisciplinary integration plays an important role in comprehensive literature lessons. Let's take a quick look at some of them..

**Integration of native language and literature lessons.** The state standard of teaching the native language is aimed not only at teaching theoretical issues of the language, but also at developing the spirituality of secondary school students, developing the ability to think well, speak and write in various communication contexts. Thus, the natural integration of the Uzbek language and Uzbek literature gives students an artistic understanding of the world through the synthesis of literature with knowledge of the language.[7] Comprehensive literature lessons provide an excellent opportunity to consolidate the knowledge gained in the lessons of the native language, and increase the motivation to learn. Such lessons are based on an interesting literary text that promotes the spiritual development of the student, taking into account the age, intellectual and emotional aspects of the student, as well as strengthening the knowledge of spelling, grammar, and punctuation.

**Integration of history and literature lessons.** Studying the biography of the writer or the events described in the play requires relying on information about a certain historical period, historical figures. When studying Oybek's novel "Navoi", it is impossible to fully understand the image of Navoi without relying on



materials about the socio-political situation in the XV century, the history of the Temurids. Or, understanding the plot of the novel "The Last Days", it is easy for schoolchildren to rely on the historical materials of the XIX century, another "Khan's time", the darkest days of our history, when the colonial clouds began to accumulate. they overshadow our people, divided into three khanates. and it gives a high-quality mutual understanding. There are similar points in literary education: the ability to find a natural integration with historical science in order to master them depends on the pedagogical and professional competencies of the teacher. It is on these aspects that the fact that the historical competence of the teacher of literature is one of the professional competencies is based.

In such lessons, it is advisable to use the research method of teaching, giving students developmental tasks that can be performed individually and in groups. This will not only expand the knowledge, but also increase the interest of students, increase their motivation to study the material.

**Integration of art and literature.** Providing students with the opportunity to get acquainted with the works of famous Uzbek artists and composers in literature classes on the theme of landscape lyrics by poets such as Oybek, Hamid Olimjon, Zulfiya, gives students a high artistic perception of the beauty of nature. In general, it is desirable to build such lessons on the basis of the unity of the word, music and brush. Since in the landscape genre, these art forms pursue the same goal through different means, and the presentation of works of art using words, colors, and notes in literature classes allows students to fully experience the beauty of nature.

**The following goals** are achieved through literature lessons based on the integration of art forms.: expand students ' horizons, develop their aesthetic taste, develop artistic taste by comparing and analyzing works of art of different types, teach them to think figuratively and form skills for understanding art in general. Also, **the communicative tasks** of integrated literature lessons are to instill in students a culture of listening to the interlocutor, expressing opinions, awakening

the potential of language creativity in students, finding their own language forms, composing a text, and forming communication. skills in groups to listen to others.

Based on the definitions given by experts to the concept of "educational cluster", the concept of "literary educational cluster" can be defined as follows. **A mechanism that ensures the integration of equal subjects of education in order to meet the needs of a particular socio-geographical area in high-quality literary education.**

The purpose of the literary education cluster is to manage the subjects related to literary education in a certain socio-geographical area as a single system, to ensure integration into literary education, to coordinate and study the activities of the subjects from the point of view of common goals and private interests.

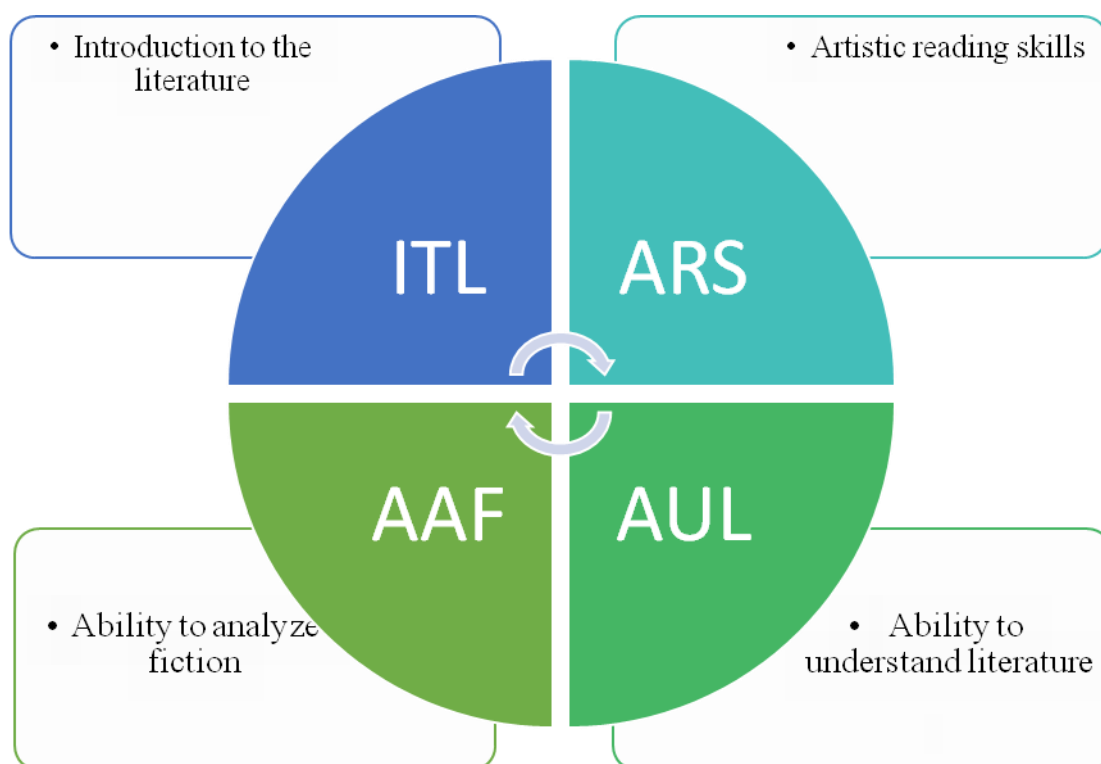
The introduction of a cluster approach to literary education triggers innovative mechanisms of action. This makes it possible to coordinate and integrate literary education, to increase the effectiveness of scientific research, and to improve the basic and auxiliary means of teaching. Thus, the cluster approach has the characteristics of considering literary education as a holistic system, recognizing that it is a comprehensive concept, a long-term strategic direction and a new approach to activity.

Since the cluster of literary education is associated with integration, the following forms of literary education at the present stage of education can be called integrated.

- research integration;
- integration of education, science and production;
- integration between types of education;
- related interdisciplinary integration;
- integration of literary education departments;
- interdisciplinary integration;
- integration within the theme.

These forms of integration are to some extent conditional, they are interdependent and have the property of absorption. For example, interdisciplinary integration is solved by ensuring integration in the departments of literary education, and interdepartmental integration occurs by deciding on interdisciplinary integration. Ensuring the consistency and consistency of these on literary education influences the integration process and ensures the successful adoption of scientific innovations by specialists in this field. The consistency of these complex integration processes theoretically justifies the need to move to a cluster model of literary education.

The stages of forming the literary skills of interdisciplinary students in the cluster of literary education are as follows. (fig.2.3):



**Figure 2.3. Stages of formation of literary skills of students of the educational cluster**

These stages determine the general and basic criteria for the formation of literary skills, and in the process of their formation it is necessary to ensure the resolution of all forms of integration of literary education.

In general, the cluster of literary education is a mechanism that ensures integration into literary education, and represents an innovative approach that provides high-quality and effective education. The relevance of the problem of integration in modern literary education justifies the need to introduce this model into educational practice from a scientific point of view. One of the most urgent problems facing the scientific community is the development of mechanisms for creating and implementing its scientific and pedagogical base.

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