

INTEGRATION ON THE CHARM OF LITERATURE

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ANNOTATION

V dannoy state rassmatrivayutsya problemy analysis klassicheskikh produced on urokax literatury u uchashchixsya sredney shkoly. Chtoby pomoch reshit et problems, in kachestve reshenia byli rekomendovany metody ospolzovaniya mejpredmetnoy svyazi in the analysis produced mukimi, leadnnye in complexe uchebnikov school "Literature".

Key words: Kritichesky, group, method, integrirovanie, tablitsa.

Ispolzovanie mejpredmetnyx communication na urokax literatury vliyaet na formirovanie professionalnyx navykov uchashchihsya, eshche bolshe povyshaet ix love k prirode, okrujayushchey srede. Poetomu vajnoy zadachey yavlyaetsya provedenie urokov literatury v svyazi s raznymi disiplinami, na kotorykh budet vyshatsya mirovozzerenie uchashchixsya i knobott primenyat znaniya, poluchennye iz literaturovedeniya, na praktike.

Osoboe znachenie imeet zanyatie literaturoy v svyazi s rodnym zyzykom, chtoby razvivat navyki samostoyatel'nogo mishleniya i chevoy activitie seniorsheklassnikov, ponimat hudojestvennoe proizvedenie kak obrazets iskusstva. The teaching of native language and literature is possible in an interactive mode.

V 5 and 6 klassakh uchashchiesya v pervye znakomyatsya so sredstami vyzyvaniya smekha - humorom, konechno je, ot nix trebuetsya nayti eti sredstva v tekste. Uchashchiesya ne ispytyvayut zatrudneniy v poiske sravneniy i preuvelicheniy, no nemnogo stykayutsya v razlichenii prilagatelnyx. Sootvetstvenno neokhodimo udelit vnimanie uprajneniyam, svyazannim s vyyavleniem sredstv khudojestvennogo obraza iz texta proizvedeniya. na osnove integratsii priemov raboty, primenyaemyx na urokax literatury, ispolzovanie tipov yavlyaetsya effektivnym sredstvom.

R.I. Akbetkova says: "Humoristicheskie teksty sleduet chitat vslux na uroke. Luchshe eto sdelat uchitelyu. Esli eta rabota poruchaetsya uchashchemusya, ana doljna byt podgotovlena zaranee. Ploho pročitannaya rabota bez vyrajeniya ne uspokoit detey, slozhatelno, postavlennaya tsel ne budeda svet. Tolko posle togo, kak studenty vdovol nasmeyalis, mojno rassmatrivat grammaticheskie priemy, vyzyvayushchie smex» [].

Osnovnaya zadacha, kotoruyu sleduet realizovat na zanyatiyax po rodnomu i inostrannomu zyku, zaklyuchaetsya v tom, chtoby regularly povyshat interes i vnimanie uchashchixsya k slovam, ob'yasnyat im znachenie slov v razlichnyx textax. Uchashchiesya izuchayut "Leksikologiyu" v 5 klasse and "Morfologiyu" v 6 klasse. Uchitel znakomit uchashchihsya so slovom i ego lexicheskim i grammaticheskim znacheniem. Everything is closely related to literature. Potomu chto khudojestvennaya literatura slujit dlya uchashchihsya vajnym resursom dlya uvelicheniya slovarnogo pasa na native language.

V dannom zadanii ispolzuetsya "Issledovatel'sky method" - method, slujashchii razvitiyu u uchashchixsya navykov samostoyatel'nogo analiza chudojestvennogo proizvedeniya.

Uchaschchimsya dayutsya zadaniya, svyazannye s issledovaniem pri opisani heroev khudojestvennogo proizvedeniya. The method of investigation is very close to the heuristic method. Etot vid raboty takje provoditsya v gruppax. V 5 klasse posle prokhozdeniya udvoennyx i povtoryushchixsya slov, professionalnyx terminov, vyrazeniy, priamyx i perenosnyx znacheniy slov i ryada drugix tem vypolnyaetsya rabota, napravlenaya na pokaz ix znachimosti v godojestvennom tekse. Tak ot uroka k uroku pisateli znakomyatsya s navykom upotrebleniya slov. Eti deystviya pozvolyayut uchaschchimsya ispolzovat eto slovo v budushchem tak, kak ego ispolzoval by poet ili pisatel. V svyazi s etim K. Mavlonova recommended follow-up video work:

- reading text, visualizing and interpreting in German beautiful and figurative words (synonyms, antonyms, common words).
- reading text and drawing and interpretation and German means of painting;
- reading text and defining and interpreting phrases and words;
- reading the text and explaining the reason why separate words and slovosochetania v nem ne mogut byt zameneny ix synonyms i t. d. [.232-233]. Osnovyvayas na rekomendatsiyax uchenogo, my rassmatrivali rabotu s gruppami kak odin iz priemlyx sposobov organizatsii obucheniya sleduyushchim obrazom. Sleduyushchie zadania daet uchitel. V chastnosti, k 1 gruppe: imena lits v proizvednii iskusstva v odnom stolbtse, a protivopolojnye, sinonimichnye i skhodnye slova v ix opisani vo 2 stolbtse

The name of the person. Who? The quality given to it is the form and meaning of the word in the original text.

Khoja Isa Badkor Bekor (unemployed)

Because Ghazi is an oppressor, the country is tired of him

Eshdavlat aka Khasis

Mirza Umar Carpenter

A thousand heads are as cunning as a crow

Hadji Pashkash is a man

Haji Zuhur Arrogant, boastful

Hafiz Umar Badfel, an ugly man

Grocer Badburt (thief)

Scientists of the 2nd group have the status of "Nomkhsunos" and find the names of places in the work, study the materials on the current state of the place and fill out the following table:

Toponymy Territorial location Why is it called that? You know?

God

On the southwest side of Kokan

Yakkatut,

It is located in the southwest of Kokan.

Yaifon is located on the southwestern side of Kokan.

Nursuh is located on the southwestern side of Kokan.

Kanibadom is located in the southwest of Kokan.

Scientists of the 3rd group accept the status of "Searchers" and prepare information about the type and use of words in the text of the work according to their structure and fill out the following table:

Paired and repeated words Phrases Professional words

Evening and morning people are not easy Chitfurush

Tok-u zang Grab the collar Preacher

Khor-u khas Kongul Gash Bolus, mufti

Don't give bread to Tan-u Tor Gado, Dukchi, attor

Goodbye, go to bed, groceries.

Stove-chimney Sad peasant

Najjar is full of snow

Sugar and honey

"Scientists" after studying the relevant part of the topic assigned to them, present their lectures on the basis of visual aids. There will be questions and answers and an educational discussion between the groups.

Control and evaluation of students' assimilation of knowledge in a new subject is carried out on the basis of the tasks given in the textbook.

One way to teach students to think for themselves is the "Comparison Method". This method encourages the child to think independently and draw logical conclusions. Methodist B. Mominova says this: "Comparison-based observation, which makes it possible to determine the general similarity and unique characteristics between objects, events, processes, people, develops students' ability to think and learn. has an effect" [].

These ideas require a novice teacher to organize literature lessons using pedagogical technologies to develop the mental abilities of students. A good effect is the use of the comparison method in the reinforcing part of the lesson. When organizing a lesson, the teacher should pay special attention to working with groups. The group is formed by the number of students in the class.

To do this, students are divided into three groups. The 1st group will be given the task to express their opinion on the topic "Nursuh in the past and today", the 2nd group on "My Yaifon in the past and today", the 3rd group on "Come and see our God". Each group tries to explain their answer using a Venn diagram. Because this technology helps students to analyze the topics being studied by comparing related theoretical knowledge, information or evidence, and is important because it aims at a deeper understanding of the topic. In the process of using this technology, each group will be able to complete the task separately and will have the opportunity to independently express their thoughts.

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