
A WAY TO IMPLEMENT INTERSUBJECT COMMUNICATIONS IN RUSSIAN CLASSES IN HIGH SCHOOL USING A LINGUISTIC ANALYSIS OF A LITERARY TEXT

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ABSTRACT:

The article discusses the implementation of inter subject communications in the lessons of the Russian language in high school when using linguistic analysis of a literary text.

KEYWORDS: Interdisciplinary communication, linguistic analysis of a literary text, integration.

INTRODUCTION:

Russian is one of those academic disciplines where the issue of interdisciplinary communication is especially important. The relevance of inter subject communications in school education is due to the current level of development of the educational system. After studying the pedagogical literature, we found that there are a large number of definitions of the category "inter subject communications", there are a variety of approaches to their pedagogical assessment and various classifications. A large group of authors characterizes inter subject communications as a didactic condition. For example: "interdisciplinary communication is a didactic condition for a comprehensive and deep mastery of science at school" or "interdisciplinary communication plays the role of a didactic condition for increasing the effectiveness of the educational process" Each

teacher sets the task of increasing the effectiveness of the lesson. Interdisciplinary communications, interdisciplinary material are one of the important conditions for the implementation of this task, especially in high school.

"Interdisciplinary connections between the Russian language and literature allow us to expand and deepen the philological knowledge of schoolchildren, contribute to the formation of cognitive interest, the development of speech, the intensification of the educational process, and help to create a holistic view of the world and man in students."

At each lesson of the Russian language in high school, we recommend that teachers use a variety of techniques and means for implementing inter subject communications. One of the tricks we offer in high school at Russian language lessons is to use a linguistic analysis of the literary text, which, in turn, is a methodological tool that serves as the basis for creating not only a teaching, but also a developing speech environment. The use of linguistic analysis of literary text can be considered an effective means of implementing inter subject communications. In our opinion, the implementation of inter subject communications in this way contributes to achieving a greater effect in the overall development of students, in the harmonious

development of all areas of their intellectual and emotional activity.

In general, they devote only 2 hours a week to studying the Russian language in grades 10-11, which is insufficient, according to most teachers. While it takes 3 hours to study literature. Linguistic analysis of a literary text is an effective method of preparing for an exam in the Russian language and a method of forming communicative competence, therefore we recommend analyzing literary works in literature lessons from a linguistic point of view. Work with literary text is essential priority in teaching literature, so the synthesis of linguistic and literary knowledge in the lessons will help to achieve better results in exams, as students will have much more opportunities for developing practical skills in working with text.

The implementation of the integration of the Russian language and literature at the level of interdisciplinary connections may be the development of special integrated lessons as part of the study of the Russian language course, the main method of work, which will be a linguistic analysis of the literary text.

There are several models of lessons that teachers most often use in their practice. For example, in Russian, new material is being studied, and in literature already studied, then based on the systematization and generalization of material in one subject, an integrative problem is deduced, which is then realized when explaining new material in another subject.

If the study of the Russian language and literature is a generalization and systematization of knowledge, the educational material is studied and the problem of integration is deduced. Students are researching and concluding on an integrative basis. If, when studying two subjects, the study of new material is carried out, then the posed

problem can be realized when explaining the new material by both subjects.

Today, interest in the theory of Russian literature is reviving, and this is due to the requirements of modern philological education. In the past few years, scientific methodologists have been actively developing a single course of Russian literature. The training kit presents a course that incorporates the Russian language and literature, but does not replace, but replenishes both of these disciplines. Also created a program and methodological manual "Lessons in literature. Grades 5-9," in which offers a profound transformation of the Russian language course, which implies increased attention to the issues of using language in artistic speech.

After analyzing several scientific works, we come to the conclusion that today inter subject communications are actively used in the lessons of the Russian language and literature, it is also relevant today that linguistic analysis of a literary text is most often used to implement these connections. It should also be noted that many methodologists, teachers develop elective courses and integrated lessons (literature lessons), which, in a certain sequence, consider expressive and expressive opportunities Russian language and their implementation in literary works.

In school education, inter subject communications represent the combined processes that occur both in science and in society. They play an important role in raising levels.

Practical and scientific-theoretical training of students. The implementation of interdisciplinary connections helps students develop a holistic view of natural phenomena and the relationship between them, forms their creative abilities, worldview and helps to educate a highly moral person. Interdisciplinary connections make any lesson more interesting, lively, educate students in a

conscious attitude to academic work, activate mental activity, provide the opportunity to repeat the material many times, help the teacher explain and constantly monitor the knowledge, skills of students of the entire class with a minimum expenditure of teacher time.

With the help of versatile interdisciplinary connections, tasks are solved not only at a qualitatively new level of training, development and education of students, but also the foundation is laid for a comprehensive vision, approach and solution of complex problems of reality. That is why inter subject communications are an important condition and the result of an integrated approach in teaching and educating school children.

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