

**INTERDISCIPLINARY COMMUNICATION IN THE LINGUISTIC ANALYSIS OF A
LITERARY TEXT IN RUSSIAN LESSONS IN THE ROLE OF THE SOCIO-
PSYCHOLOGICAL ASPECT OF COMMUNICATION WITH STUDENTS**

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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 of the modern approach to the concept of "communication" is given. The article discusses the socio-psychological aspects of communication, the socio-psychological interpretation.

KEYWORDS: Interdisciplinary communication, linguistic analysis of a literary text, integration, communication, interaction, psychology, activity, personality, team.

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.

In the conditions of an absolute change in society, scientific studies studying the problems of upbringing, development, and personality formation have not only not lost their relevance and significance, but have

also acquired a need for new content and direction.

Based on many years of work, researchers have proved that the process of personality formation must begin, first of all, with a study of the phenomenology of the personality itself and the factors that determine its formation. Among such important factors of the formation and development of personality, the leading place is assigned to "communication." Since a person is a social being, he constantly feels the need to communicate with other people, which determines the potential continuity of communication as a necessary condition for life.

Empirical evidence suggests that from the first months of life in a child there is a need for other people, which gradually develops and transforms - from the need for emotional contact to the need for deeply personal communication and cooperation with adults. At the same time, the ways of satisfying this basic need of each person are individual and are determined both by the personal characteristics of the subjects of communication, the conditions and circumstances of their development, and social factors. Communication is not the subject of only psychological research, so the need arises to identify the specific psychological aspect of this category. At the question of the relationship of communication with activity is fundamental; one of the methodological principles for the disclosure of this relationship is the idea of the unity of communication and activity.

Based on this principle, communication is understood as the reality of human relations, involving any form of joint activity of people. Communication, being inherently a multidimensional phenomenon, has a number of functions in history the development of man and society as a whole: actualization of the

prevailing social relations, regulation of human behavior, socialization of man. The process of communication cannot occur without any means. Analysis of the conformity of these tools to the content, environment, goals and communication partners greatly contributes to an understanding of its essence and mechanisms. It is clear that a psychological analysis of communication is impossible without a thorough study of specific means and methods of transmitting thoughts, feelings, intentions of people in real acts of communication. The main means of communication is language. Therefore, the study of its content, forms, types, capabilities and norms is the most important problem of the theory of communication as such.

These aspects of communication are the subject of its study in the functional-linguistic approach to communication.

The actual psychological analysis of communication begins where psychological research methods are used, and the observed facts are recorded in terms of psychology as sciences and are considered in comparison with the already known psychological laws. Communication for a psychologist is, first of all, regularities in the course of mental activity of people who communicate with each other with certain goals in certain conditions of his activity.

In psychology, it is customary to distinguish three main aspects of communication mutual perception and understanding by people of each other (perceptual aspect of communication);

- Exchange of information (communicative aspect);
- Implementation of joint activities (interactive aspect).

Each of these components in certain conditions acquires its own characteristics.

The perceptual component of communication is mediated by the unique roles of the participants in the dialogue.

For example, in the pedagogical process, the student's personality is formed, which goes through a series of successive stages preceding the formation of a mature consciousness and worldview. In the early stages of this process, the teacher has a number of initial advantages, since he is the bearer of a formed personality, and also has established ideas about the goals and mechanisms of forming the personality of pupils.

The communicative component of communication is also largely due to the nature of the relationship of the roles of the participants in the dialogue. In the early stages of interaction, the child does not yet have the necessary potential of an equal participant in the exchange of information, since it does not have sufficient knowledge for this. An adult can act as a carrier of human experience.

The interactive component of communication is the regulation of behavior and the direct organization of joint activities of people in the process of their interaction. Here follows say a few words about the tradition of using the concepts of interaction and communication in social psychology. The concept of interaction is used in two ways: firstly, to characterize the actual real contacts of people (actions, counter-actions, assistance) in the process of joint activity; secondly, to describe mutual influences (influences) on each other in the course of joint activity, or more broadly - in the process of social activity.

In the process of communication as an interaction (verbal, physical, non-verbal), an individual can influence motives, goals, programs, decision-making, execution and control actions, that is, on all components of

the activity of your partner, including mutual stimulation and correction of behavior.

The originality of communication is expressed in the fact that:

- Communication, being an independent type of activity, at the same time acts as a necessary condition for the implementation of other activities, in particular labor, cognition, and games;
- Communication is carried out only in the form of interaction based on the principle of subjective-subjective relations;
- Communication is realized through means specific to it - language, speech, which affect the consciousness, thinking and behavior of all aspects of communication;
- The successful course of communication presents a number of requirements for the cognitive, emotional and organizational qualities of a person.

So, a psychological analysis of communication shows that communication acts as the basis of mental phenomena. It determines the development of cognitive, emotional and volitional processes, personality formation, and individual mastery of socio-historical experience.

Analysis of psychological literature allows us to conclude that communication plays a huge role in the life of a person, in the process of becoming a person.

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