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**PRACTICAL PRINCIPLES OF ORGANIZING STUDENTS' LEARNING  
ACTIVITIES IN THE PROCESS OF INTEGRATIVE EDUCATION**

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*An artistic creation (artistic text), which has the right to be defined as the highest product of human thinking, is considered an aesthetic phenomenon that demonstrates the possibilities, power and sophistication of language, that is, it performs a specific aesthetic task. "This function (aesthetic function) of the language is not manifested only in the artistic work. Whenever our attention is focused on the form of the sentence, how the thought is expressed, we enter the scope of action of this task. The aesthetic function of the language, of course, is constantly manifested in the spoken speech. But, still, this task cannot be called the leader in spoken speech, and in artistic texts, language always participates with this special task (this task, of course, does not limit the communicative task, which is always inherent to language, in all its forms, rather transforms it in a unique way)". The language, its nature, and possibilities are fully revealed through an artistic text.*

**Introduction.** M. Yoldoshev in his book "Fundamentals of literary text and its leukopoietic analysis" emphasizes that it is difficult to study the aesthetic function of language only within the framework of linguistics or literary studies, and expresses the following opinion: "... the main manifestation of the aesthetic function of language since the place is the text of an artistic work, it is difficult to study the specific features of this task only within the framework of linguistics or only literary studies. For this purpose, the directions of literary studies such as the Ministry of Literature, literary history, poetics and the directions of linguistic studies such as linguistic stylistics, language history, lexicology, semasiology, etymology, and grammar should work together. The issue of the aesthetic function of the language is a complex problem between two major disciplines." Turning the knowledge gained in the mother tongue classes into skills and competencies through the materials of literature textbooks is an educational and didactic task and acquires spiritual significance. As F. de Saussure pointed out, "the direct task of linguistics is not a scientific

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approach to language, but to determine the language ability of individuals, the laws of this ability, and the scientific approach is a methodical activity." Therefore, "the mainstream of linguistics is to study not the contradiction between contradictions, but the essence of gradual connections, transitions and rotations between them. The methodology of researching linguistic units and phenomena as integrally connected links of a continuous chain in mutual relations is based on the third law of dialectical logic - conditional (intermediate third) law.

Linguist A. Nurmonov in his treatise "Linguistics and Natural Sciences" emphasizes that linguistic poetics, which studies artistic speech, covers the artistic-aesthetic function of all level units of the language system, and writes: "... phonetic units at the phonetic-phonological level can also perform an artistic and aesthetic task. In particular, the repetition of the same sounds and the same syllables is considered a means of providing beauty and impressiveness in poetry. In fact, we all know that if the repetition of the same sounds is studied as an alliterative phenomenon from the point of view of linguistics, then the same phenomenon is studied as the art of *tawse'* in the science of literature.

The scientist continues his thoughts as follows: "At the lexical level, the use of lexemes in figurative meanings (metaphor, metonymy, etc.) is exaggerated, phenomena such as meiosis also increase effectiveness and are considered an object of investigation of logopedics (LP). Also, phenomena such as the study of parts of a sentence, the repetition of the same parts in the structure of a sentence also serve in the formation of artistic speech. The linguist summarizes these thoughts as follows: "LP is divided into such parts as phonetic poetics (FP), lexical poetics (LP), syntactic poetics (SP), depending on which level unit of the language it studies the artistic aesthetic function of."

No matter which part of logopedics is listed above, in the process of language-literature education, providing interrelationship (integration) and continuously addressing it in its place, formation of speech, linguistic, creative, basic competences related to the language, development is fast, easy and efficient. According to Dolinin, the meaning of an idea, which is not explicitly expressed through lexical and grammatical signs, but is implicitly expressed by the listener or reader, is the only definition used by all linguists.

Looking at the works included in the literary program, we are sure that they provide enough rich material in this regard. For example, through the following excerpt from Oybek's story "*Fanorchi ota*" given in the 4th grade literature textbook, the degree of mastery of topics from the departments of Phonetics, Orthography, Orthography, and practical application skills are studied, at the same time this knowledge and experience skills are strengthened: "*The bullet less evening of the narrow, crooked street was illuminated only by the flickering lights of a lantern placed on top of the gate of the Tursunkul brother. Every evening, a short old man with a wrinkled face comes and burns it. ... When he lit the lantern, he would fall to the ground, place his ladder on his bent shoulder like a skunk, and disappear in a flash.*" In this passage, without a bullet, kuruk, kuruk, kuruk, bukilgans themselves require knowing the rules related to the four topics in the phonetics department and being able to apply them in practice. The first word (without an arrow) belongs to the subject of lesson 129 in the 4th grade Mother Language textbook and requires knowledge of the pronunciation and spelling of the phenomenon of voiceless consonants at the end of the word. Students make many mistakes in spelling words like next

(churuk). But in the current 4th grade mother tongue textbook, as stated in the first chapter of our work, this situation is not addressed at all. Therefore, students make a lot of mistakes in these types of words - it is up to the teacher to correct them.

The third word in the passage (low) Lesson 149 - Gain and loss of sounds See the rule "The sound at the end of words such as rost (ros), brick (gish) is dropped in pronunciation, but they are preserved in writing." Students should know the use of ra. Pronunciation and spelling of the fourth and fifth (wrinkled, bent) words in lesson 121 "...under the influence of the vowel u in the first syllable, even if the vowel i in the second syllable is pronounced as u, in the writing "i is written" falls under the rule. These first sentences in Oybek's story help to repeat and strengthen the four subject materials in the mother tongue. During the experiment, students were observed to use words incorrectly in different dialectal, phonetic and spelling variants:

<b>A word in the text</b>	<b>Mistakes made by students</b>
O'ksiz	o'ksus // o'ksis // o'ksuz
Churuk	churik // churug
Past	Pas
Burushiq	burishiq // burushuq
Bukilgan	Bukulgan

It is advisable to work on these words in the following stages:

1. The obtained passage is written to the students in the form of dictation, and the mistakes made are identified and written separately.
2. In order for the misspelled words to be fully mastered and students to gain a place in the vocabulary, their meaning is explained, and synonyms or antonyms are given instead.
3. Using each word, students create new sentences independently, explain the rules related to the pronunciation and spelling of words.
4. Pupils get used to using these words in the next period of education (next lesson, quarter, classes).

The teacher should pay serious attention to explaining the meaning of the words. The word forms without a bullet and kuruk are not used in the speech of children and those who communicate with them, because they are archaic words. It is the past tense synonym of the words *оқызыз гариб*, mahzun (sad). Churuk is the active adjective of rotten today, and more precisely, the meaning of the less active quality of rotten. It should be explained to the students that such words are found mainly in the artistic style, in the text of works describing the reality of recent and distant history.

When creating an independent sentence with the help of this word, it is appropriate to encourage to create it as historically as possible, that is, in the spirit of the past reality. For example, hurting the tongue of a person without an arrow is a grave sin. The old man talked about something with the dervishes near the churk gate, which was resting in the heat of the sun and the rain. If these words are used in the students' further work (essay, report or other creative work), the teacher must pay special attention and encourage it, so that the students have a constant inner urge and let there be a need. "Teacher's duty is to justify and stimulate the activity of dialogue participants". Work at these stages will continue with the next words, only when working on the word "curvy" it is appropriate to pay attention to its base

(core). Attention is drawn to the fact that the base of the word is burush, its synonym is crooked, and its antonym is flat. The main thing is that the word to be learned is included in the list of war - hit, war - walk, kurut - kurit, etc. ri: burush - uneven, crooked, adjective phrase, interrogative - what is it like? (Someone came out with a frown); to turn is the name of an action from the verb to turn, the question is what to do (it was necessary to turn the steering wheel to the left). "The base describes the use of appropriate linguistic units in communication for the purpose of persuading the listener to accept the transmitted information as intended by the speaker. It means to say that they are engaged in determining the role of basic linguistic means in interpersonal communication.

**Conclusion.** According to the current program, the department of lexicology is taught in the 5th grade in the system of the main course of language science. The knowledge gained in this section serves as one of the most important factors in the study and analysis of the literary text studied in literature classes. Lexicology (lexis and logia) is a branch of linguistics that studies the composition of language vocabulary, that is, the lexicon of a specific language. Lexicology studies each word not in isolation, but in relation to other words. Lexicology is closely related to such branches of linguistics as lexicography, phraseology, semasiology or semantics, etymology, stylistics, and the study of word formation. One of the main problems of lexicology is the existence of a word as an independent language unit. In lexicology, issues such as semantically interconnected words, i.e., monosemy, polysemy, synonymy, antonymy, independent or dependent meanings of words are studied. When lexicon is considered as a specific system, it is assumed that word meanings and concepts are interrelated. Lexicology develops the laws of practical use and development of the vocabulary, methodological principles of classification of words. It also analyzes the standards of use in colloquial and literary languages, issues such as standardization of professionalism, dialectics, archaism, neologism, lexicalized word combinations, and draws certain conclusions about them.

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