

INTEGRATION OF NATIVE LANGUAGE AND LITERATURE SUBJECTS: APPROACHES AND PRACTICES

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Abstract: This article explores the theoretical and practical aspects of integrating the subjects of the native language (Uzbek) and literature in secondary education. The integration is viewed through the lenses of competency-based, systematic, communicative, and culturally responsive approaches. Emphasis is placed on developing linguistic, stylistic, and communicative competencies through literary texts, as well as enhancing students' aesthetic thinking in native language classes by analyzing literary devices. The study presents practical strategies for classroom integration, demonstrating how this interconnected instruction strengthens students' independent thinking, expressive skills, and literary appreciation.

Keywords: integration, native language, literature, communicative competence, stylistics, aesthetic development, interdisciplinary approach, teaching practices, language and literature, Uzbek education

In modern education systems, interdisciplinary teaching has become a key component in developing holistic learners. One of the most promising integrations in the field of humanities is the coordinated teaching of native language and literature. While these two disciplines are traditionally taught separately, their integration can significantly enhance both linguistic and aesthetic competencies among students.

The native language (e.g., Uzbek) focuses on grammar, vocabulary, syntax, and communicative skills, whereas literature cultivates emotional intelligence, cultural values, and aesthetic perception. Teaching these subjects in an integrated manner allows students to analyze literary texts not only for their thematic depth but also for their linguistic features—such as stylistic devices, syntax, and expressive vocabulary.

Such integration fosters a deeper understanding of how language functions in context, enhances the development of speech skills, and promotes a love for reading and national cultural heritage. In this paper, we analyze the theoretical foundations of language-literature integration, discuss practical classroom applications, and assess its impact on students' academic and moral development.

This study employs a qualitative-descriptive approach based on analysis of curriculum content, classroom observation, and literature review. The research focuses on identifying effective strategies for integrating native language and literature instruction in middle and high school settings.

Specific methods include:

- **Textual Analysis:** Literary texts from Uzbek authors (e.g., Alisher Navoi, Abdulla Qodiriy, Cho'lpon, Erkin Vohidov) were analyzed to identify stylistic features, grammar structures, and expressive vocabulary that can be utilized in language instruction.
- **Lesson Observation and Evaluation:** Integrated lessons were observed in practice, with particular focus on how teachers connect grammar, vocabulary, and syntax lessons to literary content.

- **Teacher Interviews:** Semi-structured interviews with language and literature teachers were conducted to gather insights on the benefits and challenges of integration.
- **Comparative Analysis:** Traditional separated instruction was compared with integrated instruction to identify differences in student engagement, comprehension, and expression.

The findings indicate several positive outcomes from integrating native language and literature instruction:

Enhanced Student Engagement: Students responded more actively when grammar or stylistics were taught using meaningful literary texts rather than abstract examples.

Improved Language Skills: Learners demonstrated better understanding and usage of complex grammar structures and stylistic features through contextual analysis of literary passages.

Increased Critical Thinking: Integration encouraged students to interpret language in context, evaluate authorial choices, and articulate their own perspectives.

Stronger Cultural Awareness: Students connected more deeply with national heritage and values presented through literature, enriching their identity and moral reasoning.

Higher Academic Achievement: Assessments showed measurable improvement in reading comprehension, expressive writing, and oral communication when integrated teaching methods were applied.

The integration of native language and literature is not merely a methodological shift but a pedagogical advancement that acknowledges the interconnectedness of form and meaning in language. By teaching grammar and stylistic rules through actual literary content, educators bridge the gap between technical language instruction and the emotional, cultural dimensions of literature.

However, challenges remain. Teachers must be adequately trained to design interdisciplinary lessons that align with curriculum standards. Also, textbooks and materials need to reflect this integrated approach more consistently.

Overall, this integration offers a promising route to developing well-rounded learners—students who are not only grammatically proficient but also culturally and emotionally literate.

Integrating native language and literature instruction fosters deeper learning by uniting technical and artistic aspects of communication. It promotes linguistic accuracy, critical thinking, and moral education in one cohesive learning experience. For effective implementation, educational institutions must support teachers with appropriate training, resources, and flexible curriculum design. This approach not only enriches students' academic abilities but also contributes to their holistic development as culturally aware, articulate individuals.

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