



**METHODS OF DEVELOPING THE SYSTEM OF INFORMATION
RESOURCE INTEGRATION IN MOTHER LANGUAGE AND READING
LESSONS OF THE PRIMARY CLASS**

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Abstract

The article provides information about the technology of developing the integration of information resources in the native language and reading classes of primary school students and its application in the educational system.

Keywords: Creativity, technology, innovation, integration, information resources, modern approach, pedagogical technology, pedagogical skill, teaching method, competence, differentiation, interactive methods.

A sign of a good education is the highest subjects is to talk about in simple terms.

Ralf Valdo Emerson

INTRODUCTION

The educational process in primary classes is distinguished by the variety of methods, styles and forms used. Educational practice shows that establishing interdisciplinarity in school education is a vivid expression of the integration processes taking place in the life of science and society today. This connection plays an important role in students' conscious acquisition of knowledge, development of their holistic vision of the world, and improvement of their practical and scientific-methodical preparation. It provides an opportunity to freely apply acquired knowledge, skills and abilities in extracurricular activities, production and any activity in general [6].

Education is one of the main components of preparing the young generation for independent life. In the years of independence, as a result of the demands of the





society on the education of the young generation, as a result of the progress of science, there were drastic changes in the content of education in general education schools. The development of science has led to drastic changes in the technological base of education and the living conditions of society members. In particular, scientific innovations and modern technologies have changed the spiritual image of society[19]. The achievements of science and their role in people's lives cannot fail to influence the content and structure of school education in developed countries. As a result of the reforms being carried out in the field of education in our country, teaching hours have been drastically reduced, and the content of educational materials has been modernized. A national curriculum will be developed in Uzbekistan using foreign experience. This is mentioned in the decree of the President "On measures to develop the fields of education and science in the period of new development of Uzbekistan" (PF-6108-son 06.11.2020).

ANALYSIS AND RESULTS

As a result of the reduction of hours in the teaching of various educational subjects, the scientific complexity of the content of educational materials, the demands placed on students have increased, and some declines in education are observed. Such declines in students' mastery of educational materials will not fail to affect the intellectual development of the young generation. This situation requires teachers to study different phenomena within the framework of the same subject.

Terminology adopted and used from other academic subjects, characteristics of educational materials, educational tools, rules of selection of educational material, characteristics of inter-disciplinary relations should be defined. Students should be able to apply theoretical knowledge while completing assignments. When determining the size of educational materials, it is necessary to take into account the age characteristics of students[20]. This will certainly expand the students' perception. It should be taken into account that physical and mental work is a motivating factor in the process of understanding educational materials[7]. Therefore, the educational process is organized taking into account the age and physiological capabilities of students. It is necessary to arouse interest in the educational material and attract attention to mastering it. Pupils' perceptive abilities are regularly complicated and expanded in the process of solving educational and practical problems. This complexity is important in their mental and physical development[7].

The content of the educational material given and presented in the study of educational subjects of the socio-humanitarian category should be truthfully reflected





on the basis of an objective picture of existence for the students to understand. Students should have up-to-date information on the subject being studied. It is necessary to include educational materials that require specific information to complete the initial tasks in the students' practical activities [21].

Educational subjects in the socio-humanitarian category are without mathematical concepts loses the feature of mutuality. Pupils have an idea about a certain topic based on mathematical concepts. This idea is further strengthened with the help of theoretical and practical training [8].

The following tools are required to organize educational activities based on didactic principles: educational materials, technical tools, models. At the same time, it should be noted that consideration of local factors and the choice of used tools have a certain effect on their characteristics. For example, according to the laws of interdisciplinary communication, practical training can be organized based on the use of real situations related to production. In the lessons of academic subjects of the socio-humanitarian category, inter-disciplinary communication is carried out on the basis of mathematics. The system of teaching based on interdisciplinarity is inextricably linked with the orientation of students to the profession [9]. In order to implement these principles in the teaching process, not only a certain amount of theoretical knowledge is needed, but also about its advanced fields, basic professions, trends in the development of teaching technology, the basics of organizing the economy and labor in accordance with the concept of socio-economic development of our country. it is also necessary to provide knowledge[22]. A single science teacher cannot provide students with information about various professions. In solving this problem, it is possible to achieve success only if the teachers of all educational subjects work together to ensure interdisciplinary communication.

The organization of practical training based on didactic principles from all possibilities of interdisciplinary communication serves to develop students' theoretical and practical activities. In general, didactic principles make it possible to perform practical tasks, to fully imagine the studied theoretical phenomenon [10].

- ✓ These didactic principles are the basis for forming a visual perception of the content of the educational subject. In addition, these perceptions arise during the study of the actual situation being studied, its model
- ✓ It's like a vision. Relying on didactic principles, it is necessary to ensure inter-discipline connection [23]. In most cases during the lesson
- ✓ Students themselves build models of real life situations. Some
- ✓ In order to understand the abstractness of concepts, it is necessary to regularly and purposefully develop students' skills and abilities to create realistic situations and





create models. Didactic principles are students' ability to distinguish the important situations of the problem being studied, to fully analyze logical information, to master the terms specific to educational subjects in the socio-humanitarian category on the basis of interdisciplinarity, to clearly and clearly express the interesting aspects of the phenomenon, to expands the possibilities of understanding [11].

✓ Philosophical, general pedagogical, didactic, psychological and methodological literature

✓ Analyzing and summarizing work experiences of qualified teachers, we

✓ We found it necessary to highlight the following functions of inter-subject communication in the development of the effectiveness of learning and learning of primary school students on the basis of interrelated learning of academic subjects:

The function of systematizing interdisciplinarity by summarizing mathematical concepts in their content when conveying the scientific foundations of academic subjects in the socio-humanitarian category to the minds of students[24];

To develop the cognitive activity of students by mastering the basis of academic subjects in the socio-humanitarian category;

Creating a scientifically based system of mastering educational subjects in the socio-humanitarian category based on mathematical concepts;

to ensure the consistency of the knowledge acquired by students from educational subjects of the social and humanitarian category based on the study of various educational subjects [12];

to speed up the process of developing students' knowledge and skills with the help of successful mastering of educational subjects of the socio-humanitarian category based on mathematical concepts;

development of national spiritual values, scientific-philosophical worldview in students on the basis of inter-disciplinarity.

The obtained results are from the interdisciplinary connection of educational subjects in practice for the teacher

allows to come to a conclusion about the necessity of its use. Interdisciplinary study

The relevance of the relationship can be seen in the following:

replacement of teaching forms and types of activities within one lesson;

facilitating the teacher's preparation for the lesson;

to expand the possibilities of demonstrative and illustrative organization of the lesson;

organization of students' independent thinking and research activities;

to make it easier for the teacher and the student to prepare learning materials [12].





Organization of the lesson process and students' cognitive activities it is necessary to take a problematic approach to the interdisciplinary connection of educational subjects in the improvement.

During the lesson, which is the driving force of the educational process, educational and creative issues, as well as existing knowledge, skill levels, students' mental consists of useful contradictions that arise between the development[25].

Experiences of teachers on ensuring interdisciplinary communication summarizing and organizing interdisciplinary lessons into three groups can be:

1. On the basis of the presentation of the interdisciplinary elements used to perform separate tasks on the topic studied in the lesson, which is organized on the basis of demonstration, in various tables and models. For example, in primary classes, in the mother tongue, reading or fine arts lessons, similar topics such as "Winter", "Spring" are studied[14].
2. Similarity of topics: increasing the effectiveness of the lesson based on the use of interdisciplinary communication as an integral part of the educational process.
3. Generalization - creating an opportunity to repeat the acquired knowledge of students in specially organized repetition-generalization classes for various educational subjects in order to perfectly teach the general laws and principles of academic subjects[26].

If the following didactic conditions are followed during the lesson, the effectiveness of the embodied approach to teaching is achieved[15]:

introducing lesson hours based on interdisciplinarity into the curriculum by harmonizing the topics of the studied academic subjects;

ensuring the educational quality of classes organized on the basis of interdisciplinary communication and strengthening its educational aspects;

formation of students' scientific worldview and certain skills and qualifications with the help of concepts in the content of related or mixed academic subjects in lessons;

Effective use of various means of accelerating students' cognitive activities in ensuring interdisciplinary communication. For example, it is possible to achieve such a goal with the help of the organization of problem solving, demonstration, independent works, individual tasks in mixed educational courses.

Lesson materials studied on the basis of interdisciplinary communication

the use of other teaching materials for deeper immersion in students,

that these materials are interrelated in terms of content. In this, there may be repetition, generalization, learning of new material, strengthening of skills and competences, and control lessons.



Interdisciplinarity further enriches these conflicts of the educational process, on the basis of which new contradictions arise. These are contradictions between mastering the knowledge learned from the subject and solving problems on the basis of interdisciplinary relationships and knowing how to apply them in mastering knowledge from other disciplines[16].

A problematic situation arises on the basis of contradictions between students' cognitive activities and the harmonized content of academic subjects. During lessons organized on the basis of interdisciplinary communication it is performed by analyzing the student's thinking activity based on determination mechanisms, summarizing knowledge and concepts on the basis of interdisciplinary connections. As a result, a generalized goal of actions appears. Developing a comprehensive, interdisciplinary problem-solving program is a continuous creative process. Because such programs are created by analyzing and summarizing the methods of using the knowledge acquired from various educational subjects in a meaningful situation. A personalized approach to the organization of integrated lessons implies giving importance to each child, not just to a class or group. In this, his personal qualities and abilities are shown separately, and his interests are taken into account. Games such as "Light your star", "Your flower in Guldat'sa", "The book you love" can be used for this purpose. During the game, attention is focused on one child. (For example, on the occasion of his birthday, a newly lit star in the sky is called by his name, or a big flower is enriched with a flower that the owner of the holiday likes). A favorite book fills the class library and has the owner's (signature) [17].

CONCLUSION

Adapting to the interests and abilities of students of junior school age requires the development of their artistic activity. It is intended to encourage individuality, perseverance, dexterity in acquiring knowledge and solving artistic life issues. In this regard, it is necessary to encourage children's independent creativity in various ways, such as writing poems and stories, inventing a new dance, cooking a sweet dish, creating an instrument, creating shapes from plants. Great importance is attached to the development of emotional aspects.

The training helps to develop children's visual and auditory abilities (the ability to distinguish the quality (texture) of materials) and sense of smell (the ability to distinguish smell and taste). Playing the games "Hunters", "Animals", "Trackers" shows children that not only having general knowledge, being able to solve problems logically, but also all human emotions are important. Their development is the way to





the formation of very sensitive feelings. This can be achieved by referring to vivid images, works of art, and enjoying nature[18].

It is necessary to develop children's emotional attitude towards negative, ugly and bad things. This can be helped by reading fairy tales and putting on various scenes. It is necessary to include exercises that allow the child's feelings to act on his physical development, to show his state through body movements, gestures, and dance.

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