INTEGRATION OF INFORMATION AND RESOURCES IN THE LESSONS OF THE NATIVE LANGUAGE AND READING IN PRIMARY SCHOOL AS A METHODOLOGICAL PROBLEM

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Annotation

The article discusses the stages of preschool and primary education in the development of individual speech as an initial period, reflections on their improvement, "full integration of the content of primary education, the urgent need to increase the harmony of educational elements in this content.

Keywords: speech, reader, information, resource, work of art, teaching, intonation.

Introduction

The historical progress of the society of the individual was based on the transition from the simplest connections to complex, multifaceted social relations. If the simplest relationships are based on the transfer of information from the members of the clan of the primitive collective system to each other about the source of food, emerging risks, directions of risk organization, then in the process of complex, multifaceted social relations, subjects are conspicuous in the organization of daily and professional activities with each other. The correct, rational organization of social relations, firstly, ensures that the issue being solved has a positive solution; secondly, time is saved, and thirdly, the process of sincere communication takes place. One of the important factors in this process is speech[18].

In the spiritual maturation of the younger generation, special importance has long been attached to the culture of speech. In particular, in his work "Gobusnoma" Kaykovus says to his child: "... O children, know the face and the back of the word and follow them, and whatever you say, your face will be knowing, and you will be sukhang. If you don't know what this word means and what the word itself means, I would like the bird to tell him, and it's always words, but the word doesn't know the meaning. ..The word is great, and the word does not come to heaven, and it is not a humiliating thing. Whatever word you know, tell me not to waste your time, and if there is no land, you will ask for forgiveness. Every word you say is true, and there is no one to say that it is nonsense[30]."

From a psychological and biological point of view, it has been proved that speech is not only the process of expressing thoughts, exchanging information, using linguistic means or their derivatives, but also "the basis that develops the intellectual potential of an individual" [2]. Therefore, in the younger generation, special attention is paid to the development of speech from early childhood[29].

In the educational sphere of each state, the development of speech in children is recognized as the main structural element of the system. The first stages of continuing education in Uzbekistan – the development of speech in children during preschool and primary education - are identified as an important area of the pedagogical process. The formation of global informatization and innovative educational environment, the increase in social need for the development of human capital necessitate the comprehensive development, intellectual formation of the younger generation, the use of speech capabilities in this[19].

In the explanatory dictionary of the Russian language, "integration" - the Latin "integration"

derived from the word "integral" means complete, integral,

means one whole. Integration is development in an interconnected way, in general

, it is argued that to unite, to form a single whole[28].

Integration means combining different parts and elements into one whole" [4].

Information (lot. formatio -explanation, statement; lot. informare – type, form, training; thinking, fantasy) - a set of knowledge about factual information and the relationship between them. It is considered one of the resources used by a person in work and in the household[20].

The concept of "resource" is associated with the concept of natural resources. There is reason to doubt the effect of following this tradition[27]. First, the etymology of the concept of resource. This word comes from the French "resource", which means "rise". Information resources include:

archives; information funds; libraries; data banks; information on the Internet.

This network of resources is extensive and contains information stored in national databases, which is stored by an individual institution and even by each person.

Methods. Judging by the reviews of scientists and teachers

, this term has been interpreted as follows: integration – this or that

makes up a whole set of disparate knowledge that a professional will need

to be able to bring and spend norms of time based on creativity[21].

An integrative approach is a creative and research activity aimed at ensuring the integrity of professional competence and personal qualities of students in the

educational environment, as well as the organization of a favorable pedagogical environment and influence on educational goals and objectives.

Integration consists in the following objectives[26],

divided into directions: elimination

of multi-subject, reduction of the time of studying the subject (section, entire course), elimination of repetitions; change of educational technology, educational

creation of relatively optimal conditions for personal development, education, contributing to the acceleration of the development of recipients and educators.

Educational activities and the pedagogical process based on integration

reflect the real needs that educators have, and educators[22].

reflect. These needs, in turn, are participants in the pedagogical process

this arises due to contradictions identified during the assimilation and provision of knowledge by educational material. Rational, optimal organization and conduct of training creates a sense of interest in the profession, forming a conscious attitude to work. It is also important to educate future specialists in the spirit of the idea of independence, ideas of independence based on national and universal values, love for the Motherland, family, nature and humanity. The research methodology is based on the data of pedagogy, psychology, native language, literary studies and a wide range of pedagogical experiments.

E.R.As Yadrovskaya noted: "The essence of teaching is also to achieve the goal of education by arming students with concepts. Ideas about things and phenomena in reality are honed in the consciousness of every person from childhood to the end of his life. Therefore, the formation of literary ideas among primary school students is one of the main tasks of classroom and extracurricular reading lessons" [5].

Reading lessons form the skills of distinguishing the studied works of art from each other, the writer's ability to reflect events, understand the behavior of literary heroes, express his attitude to the behavior of images, evaluate it, draw appropriate conclusions[23].

Professor K.Kasimov and S.It it is not for nothing that in the Mationovs' work on teaching methodology, the reader is referred to as an active participant in education, a "methodological factor". In their opinion, "in the education of students as qualified readers in elementary school reading lessons, the analysis of the work and the student's ability to personal creativity are of particular importance" [6].   This requires elementary school students to form literary concepts early, such as poetry, verse, story, parable, riddle, proverb, literary hero, title, text, plan. Literary analysis aimed at achieving this goal requires a consistent joint search for a teacher and a student in accordance with a strict plan. Without this, the reader will not be able to

aesthetically understand and perceive the work in the volume provided by the program. When analyzing, it is necessary to move from the general to the particular, that is, to identify the general content and details that help to understand the work. At the beginning of the analysis, it is necessary to consistently and comprehensively formulate the questions that need to be asked, based on the existing ideas of readers, taking into account the genre features of the work. Based on this, it will not be difficult to achieve the intended result in primary education if the thoughts and feelings of students are directed to a specific goal[24].

In particular, M. P. Voyushina [7] shares and describes the principles of the analysis of a work of art in primary classes on:

1. The principle of purposefulness. According to this principle, the main task of the lesson is determined based on the goal of a full-fledged perception of the work, orientation to understanding its idea.

2. The principle of holistic, consistent, emotional perception of the read work. This principle implies the inner connection of the work of art with the requirements of primary perception and the improvement of the quality of perception, thereby generating the need to return to the work and analyze it[24].

3. The principle of taking into account the age and individual characteristics of students in the perception of work. In this case, the analysis of the work requires the selection of analysis methods taking into account the age and individual characteristics of students in ensuring their deep understanding of the content of the work.

4. The principle of creating conditions for the analysis of work. According to this principle, text analysis should meet the reader's needs in understanding the literary text.

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