



FROM INFORMATION RESOURCES IN PRIMARY CLASS MOTHER LANGUAGE CLASSES EFFICIENT USE

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Abstract:

In this article, the scientific views on the formation of elements of a scientific worldview in primary-grade native language classes and the development of the information resources integration system in this process are presented. This scientific work is intended for university students, masters, doctoral students, researchers and a wide audience.

Keywords: element, information resources, education, upbringing, integration, pedagogical system

The demands placed on the education of the young generation in new Uzbekistan are changing. As a result of scientific progress, drastic changes are taking place 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. Scientific achievements and their role in people's lives cannot fail to influence the content and structure of school education in developed countries[1].

State educational standards in the subject of the mother tongue - physical, spiritual, mental, intellectual and creative self-development, striving for perfection, independent study, which is formed in the student's personality according to the qualification requirements of DTS. Special attention is paid to standards such as learning, regularly improving speech and communication competence, acquiring the competence to evaluate one's own knowledge, behavior and make independent decisions, developing the ability to express thoughts correctly and fluently using language capabilities. focused [2].

LITERARY NOUNS: In methodical research, the problem of development of students' educational and cognitive activities has been widely studied. In most of these researches, the issues of formation of educational and cognitive activities of students are studied in connection with the problem of educating students' activity and independence. Such studies include the works of a number of researchers such as IA Allayorov, AKG'ulomov, NAlashkarova, O.R. Rozikov, TIShamova, Sh. Yusupova. In the conditions of innovative education, the researches related to the problem of improving the efficiency of the primary class mother tongue classes were analyzed by dividing them into groups[3]. A number of studies have highlighted the psychological problems of educational design. For example: the works of NFTalizina describe

the psychological problems of students' learning at various stages of the educational process. AM Matyushkin, Y.A. Ponomarev analyzed the problems of computer use in education of students' creativity[4].

ANALYSIS AND RESULTS : One of the tasks of educating students is to form elements of a scientific worldview in them. The leading condition for effective work in solving this task is the successful development of the student as a person. The following factors determine the method of formation of elements of scientific worldview in students in connection with language teaching:

1. The essence of language as a social phenomenon is to express its communication (communicative) function. The leading direction of language teaching at school, including elementary grades, is to achieve students' understanding of the role of language in communication.

2. Thought is inextricably linked with language, and thought comes to the surface through words. Language is considered a product of thought and does not live by itself outside of consciousness.

Studying all aspects of the language (pronunciation, phonetics, lexis, grammar, word formation) in the primary school classes is the leading principle in teaching the mother tongue, and its implementation provides a scientific basis for students' understanding of language as a complex, evolving, interrelated phenomenon. Such an understanding of the essence of language prepares the ground for understanding the development of phenomena and the structure of interconnected parts[5].

School experience and special inspections show that the correct choice of the set of knowledge about language as a social phenomenon in the implementation of the above-mentioned preliminary rules in the educational process, the accuracy of the teacher's methodological path in explaining the main language phenomena and types , activation of students' thinking, high-quality language material,



which is the basis for teaching language theory, has a decisive effect[6]. Obviously, each factor does not exist in isolation from one another in the school experience. On the contrary, their correct, purposeful influence on each other gives a positive result.

Elementary school students gradually learn the development of language and the meaning of certain words in the process of learning nouns, adjectives, numbers, and verbs. In this place, the "Speech structure" section has a great opportunity. In the process of studying the materials of this section, students will get acquainted with the important sources of the enrichment of our language with new words, word formation. It is known that many new words are created on the basis of existing words in the language, they are made like patterns in the language: in the case of a *lemon*, like a *lemon tree*, in the case of a *water* type, like a *breaker*. The appearance of a new word in the language causes the formation of a group of words with the same root after it: *employed*, *unemployed*, *worker* [7].

Language development is not specifically studied in the upper grades. It is important to create a foundation for a scientific view of language as a phenomenon that develops in connection with the development of society. Since the lexical part of the language is dynamic and develops quickly compared to others, the development of the language is explained in connection with the development of the society in accordance with the level of elementary school students. Observations of teachers and students regarding the changes in the lexical structure of the language provide suitable material for the formation of children's perception of the world[8].

language teaching. The teacher relies on the children's life experience and speech practice both at the stage of gathering evidence materials that require theoretical generalization, and to put the given knowledge into practice. As a result of studying language knowledge, the quality of students' speech activity changes, their awareness increases.

Dialectical thinking, in a broad sense, describes the ability to see phenomena in development with the sum of all available signs, taking into account the dependence of phenomena on other phenomena and processes[9]. This quality of thinking is gradually formed in students, and in turn, in the process of observation, they acquire the ability to find evidence, analyze it, determine the interrelationship of some aspects of the studied phenomena, compare and generalize. In the following years, the educational activities of students are becoming more and more research-oriented. In language learning, primary

school students should not memorize some rules and certainties, but rather analyze and synthesize the language material "found" by the students themselves or prepared from literary sources based on observing the life around them.

In the process of learning the native language, the material that serves as the basis for teaching the native language at school has a special value in solving the issue of forming the foundations of a scientific worldview in students. The real side of the material, its ideological direction and artistic expressiveness is the thinking of the students affects their activities, feelings, expands their knowledge about the environment, cultivates their interest in the language and the nation that created it, the level of general development of students grows and affects the formation of their personal qualities, worldviews. In recent years, the requirements for the content of the material of mother tongue school textbooks and published guides for teachers have increased significantly. The main criterion of the material is the knowledge-enriching value of the text and individual sentences, lexical and stylistic accuracy, thematic diversity, connection with different aspects of life, ideological and thematic orientation of the texts, suitability for young students.

Thus, in the process of language learning, the teacher's methodological approach to the formation of the foundations of a scientific worldview in young students, the complex of knowledge about language that develops as a social phenomenon that students learn, the way of knowing that students learn, the language. The educational, ideological, political and artistic value of the material that is the basis for learning is decisive as it affects.

By using these methods, you can create a comprehensive system of integrating information resources into mother tongue and reading lessons in elementary education, thereby enhancing the learning experience of students and increasing their knowledge of the mother tongue. This is important in forming the worldview of students.

The formation of the foundations of worldview in students is actually a multifaceted process, which is solved in the entire system of educational work carried out in school and outside of school.

Designed to teach all aspects of language in an interdependent manner in Primary 1-4, each grade covers phonetics, lexis, grammar and word formation. elementary knowledge is given. This construction of science requires the study of all aspects of language as a whole phenomenon that interacts with each other. Such an approach to language learning allows you to



direct the educational process to solving the task of developing students' speech.

In order to organize the lesson process and improve students' cognitive activities, it is necessary to have a problem-based approach to interdisciplinary communication.

Educational and creative issues during the lesson, which are the driving force of the educational process, as well as the existing knowledge, skill level, mental capacity of students

consists of useful contradictions that arise between the development. Summarizing the experiences of teachers on ensuring interdisciplinary communication, the lessons organized in interdisciplinary communication are divided into three groups. can be:

1. On the basis of the expression of interdisciplinary educational elements in different tables and models, which are used to perform separate assignments on the topic studied in the lesson organized on the basis of **demonstration**. For example, in primary classes, in the mother tongue, reading or visual arts lessons, on the study of topics such as "Winter", "Spring", which are similar in content.

2. **Similarity of subjects**: increasing the efficiency 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.

If the following didactic conditions are followed during the lesson, the effectiveness of the embodied approach to teaching will be achieved:

- ✓ to include lesson hours based on interdisciplinarity in 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, such a goal can be achieved with the help of organization of

problem solving, demonstration, independent works, individual assignments on mixed educational courses.

SUMMARY. It is important to use other lesson materials, and to make these materials interrelated in terms of content, in order to deepen students' absorption of the lesson materials studied on the basis of interdisciplinary communication. In this, there may be repetition, generalization, learning of new material, strengthening of skills and competences, and control lessons. Interdisciplinarity enriches these conflicts of the educational process, on the basis of which new contradictions arise.

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