

The Goals and Objectives of My School Integrated Information Tools in the Subject

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Abstract: In this article, an analysis process was carried out in which the purpose of integrated mediata education in school reading science, in addition to widely popular assignments: “sheep”, “ajrat”, “markila”, “remember”, “re-develop”, “make on a sample basis” tasks, statistical analysis views were explained.

Keywords: Innovative, psychologist, integration, media education, intellectually developed, information and communication, lexical-stylistic.

Introduction

The purpose of the national educational institution is to organize the general secondary education system based on socio – economic reforms carried out in the country, advanced experiences of developed foreign countries and science and modern information and communication technologies, to educate a spiritually harmonious and intellectually developed individual [2].

In the process of formation of an innovative educational environment, the priority of traditional teaching in primary classes, as at all stages of continuous education of our republic, does not allow students to mature in every possible way. Consequently, traditional education " in many cases ignores the issue of the development of thinking, serving to strengthen memory. Also, this education has little chance of developing creative abilities, independence, activity. Widely popular assignments are:” sheep“, “Dragon”, “markila”, “remember”, “rework” eat by sample, etc. Due to the fact that the learning-cognition process in most cases has a reproductive (re-elaboration) nature, the learner's cognitive activity is based on reproductive style” [1].

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According to some psychologists ' accounts, the vocabulary of a two-year-old child reaches 250-400 words, and when children reach the age of seven, the vocabulary in them goes to 3000-3500.

As vocabulary increases in children, they also develop the semantic aspect of their speech [6; 252-b.].

On the eve of coming to school, the child's vocabulary will be enough to state his opinion. If at this age a child developing in moderation uses 500-600 words in his speech, then a 6-year-old uses 3000-7000 words [4; 219-220-b.]. In the late stages of preschool age, the child correctly hears speech sounds, does not replace them with other sounds, acquires the skill of correctly pronouncing sounds. But this will not be enough to go into the period of teaching literacy. Without the manifestation of the feature of active assimilation of language in relation to its phonetics and morphology, the problem of teaching native language to infants who have not yet mastered words would have arisen.

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it can use readers to draw up a plan based on the content of the text, prepare them for retelling, determine the circumstances in which the event occurred. As an independent work, the teacher assigns students the task of describing a landscape that is acceptable from a certain part of the text in a word medium or graphically. The actions of students in the process of completing this task take place at the following stages:

1. Readers read the text and divide the relatively completed parts.

This way of doing so allows readers to understand what the author meant.

2. Lexical-stylistic preparation is carried out for retelling the text. In this, the meaning of unfamiliar words in the text is clarified, key points are distinguished, images and events are subject to analysis.
3. Students attempt to find the basic case described in them in terms of relatively completed sections.
4. The text is independently retold by readers.

When teaching elementary students to describe the content of the text in words, it is advisable to start by comparing the part of the text corresponding to the picture given in the textbook using video. In this, readers make sure that the artist is able to skillfully show the characteristic aspects of the character described by the writer. In the course of the lesson, when describing the text in words, it should be noted that it does not turn into retelling. In the analysis process, the teacher draws the attention of students to the use of words and vocabulary used by the author.

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the importance of verbally describing the causal connection between, landscape, character trait and appearance of the characters is enormous.

Graphic representation is performed more at home. To do this, students carefully re-read the text, draw a picture corresponding to its content, and reflect on the content of the text in the lesson. As a result, their language wealth increases, oral speech and independent thinking skills begin to form. It is characteristic that the images described in the book help closely to read the texts, understand the content and understand the essence of moral and spiritual issues expressed. By reflecting the significant positions of the text in the pictures, the attention of readers is directed to the study of the characteristic aspects of the behavior of literary heroes, to the correct attitude to the ideological content of the work.

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The paintings place a special emphasis on the behavior of the characters, especially the opening up of their inner spiritual world. Accordingly, paintings with examples of Fine Arts have a positive effect not only on the cultivation of the speech of readers, but also on their independent thinking. Through the works of Fine Arts, students will have the opportunity to master the works of art not only externally, but also ideologically-artistically.

Teaching readers to choose the basic words in a text without difficulty consciously, comprehensively, is also an important aspect of working on the text. "The reader, in the process of working on the text of the work, tries to bite the maggot of thought-idea in it. In it, the skills of independent thinking are formed and new educational qualities are also formed" [7; P.20]].

As a result of continuous, consistent and purposefully organized pedagogical activity aimed at creating a re-Text by students based on the text given in the textbook in elementary school reading lessons, they master the skills of Independent, clear statements of their thoughts, mastering the text signs and the rules for its composition. After all, the ultimate goal of the

actions carried out to develop speech at school is to freely declare the student's opinion in oral and written form

consists of teaching.

In order to facilitate statistical analysis, the corresponding statistical probability of n_i and n_j repetitions (frequencies) from the above variational series is $P_i = \frac{n}{n_i}$ va $q_j = \frac{m}{m_j}$

$$\left\{ \begin{array}{l} X_i \\ P_i \end{array} \right. \begin{array}{l} 3, \quad 2, \quad 1 \\ 0,38; \quad 0,33; \quad 0,29. \end{array}$$

$$\left\{ \begin{array}{l} Y_j \\ q_j \end{array} \right. \begin{array}{l} 3, \quad 2, \quad 1 \\ 0,21; \quad 0,30; \quad 0,49. \end{array}$$

Statistical analysis begins with the calculation of the average mastering indicators for both classes and their mutual comparison. The calculation of the average mastering performance yielded the following results:

$$\bar{X} = \sum_{i=1}^{n=3} P_i x_i = 0,38 \cdot 3 + 0,33 \cdot 2 + 0,29 \cdot 1 = 1,14 + 0,66 + 0,29 = 2,09 \quad (3.7)$$

$$\text{In percentage } \bar{X}\% = \frac{2,09}{3} \cdot 100\% = 69,7\% \quad (3.8)$$

$$\bar{Y} = \sum_{i=1}^{n=3} q_j \delta_j = 0,21 \cdot 3 + 0,30 \cdot 2 + 0,49 \cdot 1 = 0,63 + 0,6 + 0,49 = 1,72 \quad (3.9)$$

$$\text{In percentage } \bar{Y}\% = \frac{1,72}{3} \cdot 100\% = 57,3\% \quad (3.10)$$

Hence, the average acquisition factor in an experimental class is from the acquisition factor recorded in the control class $(69,7 - 57,3) \% = 12,4\%$ Hence, the average acquisition factor in an experimental class is from the acquisition factor recorded in the control class $\frac{69,7\%}{57,3\%} = 1,21$

means the excess of the fold.

In order to determine the errors that may be allowed during the acquisition process, the mean quadratic and standard errors are initially determined. Mean quadratic errors:

$$\begin{aligned} S_x^2 &= \sum_{i=1}^{n=3} P_i x_i^2 - (\bar{x})^2 = 0,38 \cdot 3^2 + 0,33 \cdot 2^2 + 0,29 \cdot 1^2 - 2,09^2 = 0,38 \cdot 9 + 0,33 \cdot 4 + 0,29 \cdot 1 - 4,3681 = \\ &= 3,42 + 1,32 + 0,29 - 4,3681 = 5,03 - 4,3681 = 0,6619 \end{aligned} \quad (3.11)$$

$$\begin{aligned} S_y^2 &= \sum_{i=1}^{n=3} q_j \delta_j^2 - (\bar{y})^2 = 0,21 \cdot 3^2 + 0,30 \cdot 2^2 + 0,49 \cdot 1^2 - 1,72^2 = 0,21 \cdot 9 + 0,30 \cdot 4 + 0,49 \cdot 1 - 2,9584 = \\ &= 1,89 + 1,20 + 0,49 - 2,9584 = 3,58 - 2,9584 = 0,6216 \end{aligned} \quad (3.12)$$

Standard errors are:

$$S_x = \sqrt{0,6619} = 0,81. \quad S_y = \sqrt{0,6216} = 0,79. \quad (3.13)$$

In both of these statistical samples, we determine the mean accuracy through the coefficients of one variation:

$$V_x = \frac{S_x}{x} \cdot 100\% = \frac{0,81}{2,09} \cdot 100\% = 38,9\% \quad (3.14)$$

$$V_y = \frac{S_y}{y} \cdot 100\% = \frac{0,79}{1,72} \cdot 100\% = 45,9\% \quad (3.15)$$

This means that the average mastering performance in the experience class is 7 percent higher than the accuracy of the control class.

If the level of value of the statistical symptom $\alpha = 0,05$ taking to be, then the critical point for statistics from The Laplace function table is t_{kr}

$$\Phi(t_{kp}) = \frac{1 - 2\alpha}{2} = \frac{1 - 2 \cdot 0,05}{2} = \frac{0,9}{2} = 0,45$$

Conclusion. When growing speech by working on the text in elementary school reading lessons, it is of great importance in the development of speech to promote the correct and full-fledged perception of the work of art by students, that is, taking them from the “fragmentary level” to the “level of perfection”.

By working on text in elementary grades, making the most of the interaction between reading and mother tongue lessons in speech cultivation ensures the achievement of the expected result.

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