

Activities During the Period of Preparation for Literacy

Shabatova Rabiga Janasbay-kizi

3rd year student of primary education at Nukus State Pedagogical Institute
shabatovarabiga@gmail.com

Annotation: In this article, I have discussed the activities that are carried out during the preparation period for the primary school literacy, and the activities that are necessary for the students to master the lesson process well.

Keywords: preparation for literacy, preparatory period, training, main period, sound, correct pronunciation, simple analysis, synthesis, speech, syllable.

The President of the Republic of Uzbekistan Sh.M.Mirziyoyev said, "It is known that education of the young generation has always been important and relevant. But in the 21st century we live in, this issue is really becoming a matter of life and death. "The more perfect the education, the happier the people live," say the sages. In order for the education to be perfect, it is absolutely impossible to allow a gap to appear in this matter", - his thoughts express how important the issues of education and upbringing are today. In this matter, it is of great importance that future primary school teachers have a responsible task.

In order to prepare a child for a successful education at school, it is necessary to create appropriate conditions for him to acquire all the riches of his native language. The development of a child's speech depends to a large extent on his psyche, healthy and vigorous growth. In this regard, primary education should find its own solution and focus on educating them to be able to speak their mother tongue fluently. In order to develop children's intellectual process, to develop their speech, the child should be able to understand the meaning of each word and express it freely in his speech. A child adapted to the system of concepts learns to speak and express his thoughts.

Literacy training in literacy training is divided into two periods:

1. Preparation period.
2. Basic Period (Preparation for Literacy).

The tasks of the preparatory period of teaching literacy are planned in September and October. During this period, the following activities are carried out:

1. To pronounce sounds correctly and to define and form ideas about the sound composition of words.
2. To give an understanding of vowels and consonants.
3. Development of phonemic perception and imagination based on teaching to distinguish voiced and unvoiced sounds.
4. Development of simple analysis and synthesis skills:
 - a) Dividing speech into words, dividing words into syllables;
 - b) determining the position of certain sounds (at the beginning, middle and end of the word);
 - c) determining the sequence and number of sounds in a word;

g) teaching to make syllables and words from sounds;

d) teaching to distinguish sounds when hearing.

In the preparatory group, the following activities are carried out during the 2nd stage - the main period (October-May) of the literacy training department of the direction of speech, reading and literacy preparation:

1. Introducing the given sound with the letter symbol;
2. Teaching to perform exercises on sound-letter analysis and synthesis using cut letters;
4. Reading a syllable;
5. Making syllables and words using cut letters and teaching them to read syllable by syllable.

The activities held throughout the year in the preparatory groups should be suitable for the age of the children and should be carried out in sequence.

The subjects of the training during the lesson should be understandable for children, practical work and various interactive games should be suitable for the age of the children, interesting and different. During the lessons, children perform finger exercises in refreshing moments, special games with letters (collecting, typing), doing practical work, learning the alphabet, and strengthening the skills of reading syllables.

Children successfully learn the sounds of their native language with the help of a pedagogue who speaks clearly and intelligibly, pronounces phrases, words and each sound individually, that is, has good diction. Often, the pronunciation of pedagogues is a bit vague and incomprehensible, they pronounce sounds and words without opening their mouths sufficiently, some sounds are swallowed, consonants are pronounced incomprehensible. A teacher should observe the literary standards of pronunciation, eliminate the influence of different dialects and local colloquialisms in his speech, and put the accent on words correctly.

"ANTONYMOUS WORDS" GAME

This game can be played in large and preparatory groups. We hope that game training will effectively help the development of children's logical thinking. The game can be played individually or with a group.

The game condition is as follows:

The teacher tells the child a word, and the child finds a word that means the opposite of this word. For example: big-small, hot-cold, hard-soft, far-near and so on.

Usually, children have a little difficulty at the beginning of the game, they respond to the spoken word with synonyms instead of antonyms. But after understanding the essence of the game, they can easily understand abstract concepts and try to answer quickly. For example: quick-lazy, hard-working-lazy, polite-impolite and so on.

"WHAT HAPPENED BEFORE" GAME

According to the condition of this game, children must tell what happened before what was said by the teacher. For example: chick-egg, horse-mare, butterfly-worm. In addition, words with more than one meaning can be used. For example: bread - flour - wheat, house - brick - mud, table - wood - tree - seed, shirt - cloth - thread - cotton - seed, the game continues. Through the games

recommended above, children can develop their logical thinking and thinking and teach them to speak fluently.

In conclusion, I would like to say that one of the important goals of the education policy implemented in our country is to educate the young generation to become well-rounded people. Teaching literacy in mother tongue and reading literacy classes, the main task of reading classes is to introduce pupils to sounds and letters, to teach them their correct pronunciation, to create correct, conscious, expressive speech in children. is to form winter skills. Also, this period has a special place due to its responsibility in enriching pupils' vocabulary, developing their connected speech, enriching their knowledge, forming abstract thinking, hearing, and perception.

The lesson is the main form of education. Despite the diversity of literacy classes, there are basic requirements common to reading or writing classes and some of their types. In this place, general didactic requirements are determined by asking pupils. Then the requirements for mother tongue classes are listed:

1. Concern for pupils' speech.
2. From the point of view of literary language, in the lesson, a correctly expressed, figurative, clearly logical speech will be heard.
3. Speech culture dominates the lesson.

If the elementary school teacher conducts the lesson according to the above, the effectiveness of the lesson will increase and the pupils' interest in learning will increase.

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