

## Formation of Pupils' Writing and Reading Skills in the Process of Teaching Literacy in Primary Grades

Shabatova Rabiga Janasbay-kizi

3<sup>rd</sup> Year Student of Primary Education at Nukus State Pedagogical Institute

**Annotation:** In this article, I focused on increasing pupils' interest in reading and writing in the process of teaching literacy in primary grades. Recommendations were also given on the formation of practical skills in this regard.

**Keywords:** speech, reading, writing, teaching literacy, sentence structure, syllable, meaningful picture, analytical exercises, sound-letter.

The future of independent Uzbekistan largely depends on the generation of mature, intellectual potential and the quality of its education. Therefore, educating a creative person who loves his country and people, is loyal to the ideas of independence, and thinks independently is one of the priorities of our state's policy in the field of education. At the same time, ensuring the spiritual maturity of a person through the implementation of fundamental reforms in the education system is one of the urgent problems of this direction in the law "Ta'lim to'g'risida" of the Republic of Uzbekistan. And in the "Kadrlar tayyorlash milliy dasturi" it is noted that fundamental reform of the education system, education of a spiritual person is one of the important tasks of the state.

In the activities on the development of oral speech in reading classes in primary grades, the main focus is on the development of children's oral speech, the correct formation of speech from the grammatical side: the morphological and syntactic aspects of speech continue formation: making simple and compound sentences, teaching children to use all word groups, improving the skills of correct use of number to noun, adjective to noun, adjective to verb when speaking, sounds and words to Emphasis is placed on pronunciation, fluency, and independent storytelling. In the development of oral speech, teaching independent storytelling plays an important role: children are taught to compose stories based on the topics proposed by the teacher, based on the events they have encountered in their lives, looking at pictures. It must be structured in a certain consistency, grammatically correct.

It is important for the child to form simple ideas about the structure of sentences and the correct use of lexis in different types of sentences. For this, it is necessary to teach children different ways of connecting words in a sentence, to use some meaningful and grammatical connections between words, and to formalize the sentence in terms of intonation. Thus, in the process of forming the grammatical structure of the speech, the ability to perform actions with syntactic units is formed, the conscious choice of language tools is ensured in certain communication conditions and in the process of composing fluent monologic thoughts.

The pupil is faced with the ability to read the text correctly, quickly, understand it, and master its content for the first time in the reading classes. Through the reading classes, pupils will be able to acquire knowledge, skills and knowledge that are expected to be mastered according to the requirements of the State Education Standards (DTS). It is precisely in reading education that a person, first of all, motivates his aspirations to understand himself, and secondly, the world. For this purpose, the "Reading Book" textbooks will include information about mother nature, the

world around us, the history and current appearance of our country, the life of adults and children. Also, there will be artistic, moral-educational, scientific-popular works intended to give insights on various topics such as hard work, independence and national-spiritual values, friendship of peoples and peace.

If reading lessons are organized in the period of literacy training in the form of introducing pupils to syllables, words and sentences and reading them, telling stories based on pictures, after mastering the reading technique, reading becomes a certain it is conducted on the basis of selected artistic, scientific and popular texts. Topics of socio-historical content give a certain idea about the past of our country, the life of our people, heroic struggle, works done by great figures, historical dates. With the help of topics related to nature, pupils acquire knowledge about changes in nature, the change of seasons, and the animal world. Works on this topic teach pupils to be observant, to love nature, and to have the right attitude towards it. In general, all topics in the "Reading Book" textbooks are aimed at providing education to pupils, enriching their vocabulary, correct formation of oral and written speech, and development of speech culture. In the current "Reading Book" textbooks, it is taken into account that the materials expand from class to class both in terms of subject and content. For example, the topics taught in the 1st grade, such as "Altın gúz", "Ustazlar", "Doshliq – ullı baxıt", "Bul álemde onnan ullı Watan joq", were continued in the 2nd-4th grades. This complements and enriches the pupils' previous knowledge. Particular attention is paid to the variety of genres, poetic perfection, and the suitability of the pupils' knowledge level and age characteristics of the texts selected for each topic in the textbooks. It is one of the important tasks of teachers to make pupils understand that the knowledge, skills and abilities acquired with the help of textbooks will be necessary in the future life.

In order to teach reading, the pupil must first be well introduced to sounds and letters. When introducing sounds and letters, the principle of separating sounds from syllables is observed. Introducing the letter can be done in several different directions:

1. Based on the meaningful picture, a connected story is created using the question-and-answer method. From it, the necessary sentence and then the necessary word are extracted, and then analysis work is organized on the word as above.
2. The word is taken as a basis. The sound taught using analytical exercises is distinguished: a noun, the teacher shows a picture of a noun, pupils say its name - a word. The teacher says the sound o by stretching it (o-o-o-o t) and asks the pupils which sound they are stretching. After the pupils pronounce the o sound, a question-and-answer session is held about its characteristics. Words with the sound o are invented. After that, the letter o is displayed from a cursive letter or from a pictorial alphabet. Special attention is paid to remembering the shape of the letter o.
3. The letter to be studied today is mixed with the learned letter, the children separate the unfamiliar letter from it, then the teacher says the sound representing this letter. Pupils say the characteristics of sound. They find the letter O among the cursive letters and show it on the page of the book, from the picture alphabet.
4. In this way, it is used in the method of teaching to read after introducing the sound-letter.

Teaching to read is based on the syllable. For this, the teacher must have a syllable table. Based on the syllable table, a sample of reading is shown, that is, not by letter, but inside, seeing the first letter with the eyes, remembering its name, seeing the second letter, and connecting the two, making the vowel. It is explained to connect the target. Syllable reading is conducted consistently

in each lesson based on the teacher's example. In this case, first dividing the words on the alphabet pages into syllables, and then practicing reading will give good results. After the teacher's exemplary reading, choir reading, individual reading, and whispering reading are encouraged. Especially in classes with slow learners, teaching with a choir can help speed up reading. Based on the reading skills of the pupils of the class, write the words in the text in syllables on the class blackboard, additional word combinations, taking into account the learned letters, write sentences and the teaching method is also used.

In conclusion, I would like to say that the mother tongue is the key and foundation of all knowledge. Mother tongue education is not considered as a subject, but as an educational process that organizes the entire educational system. In this case, the education of the primary school teacher is very important. The science of the mother tongue helps the pupil's development at school, the growth of his worldview, and the growth of his level of thinking. Also, it is important in arousing the desire for knowledge and work, in the formation of scientific concepts and speaking skills. In the period of literacy training in primary classes, there are clear and scientific methodical methods of performing each educational task, which are being enriched with modern teaching methods. It is important that these tasks are solved in relation to others and in the course of study activities outside the classroom. During the preparatory period of literacy training, the child who comes to school is taught the etiquette of coming and going to school, the rules of the internal order of the school, the rules of respecting adults and honoring children. One of the best ways is for the teacher to compare the pupils with each other or show the most disciplined, polite, orderly pupil as an example. Because any young child likes a kind word, especially praise, encouragement or something, even if it is insignificant.

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