

## Importance of Methods and Exhibitions Used in Teaching to Read

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**Annotation:** In this article, the importance of teaching mother tongue literacy in primary grades, the basics of forming oral and written speech of pupils are mentioned. Also, the efficiency of using exercises such as making syllables and reading, syllable-sound, sound-letter, analysis of letters from the period of "Alifbe" and the necessary recommendations for introduction to the letter are given.

**Keywords:** mother tongue, speech, oral and written speech, sounds, sounds, base words, letter syllable, base words, letter syllable, Alphabet period, sounds.

The content of teaching the mother tongue in general secondary schools is adapted to the task that our state has set before the school at the current stage of society's development. These tasks are multi-faceted, and their fulfillment is aimed at developing the consciousness of pupils, giving them ideological-political, moral, aesthetic and labor education. As a result of teaching the mother tongue, pupils are able to express their thoughts in a grammatically correct, methodologically clear, meaningful way, following the tone, and to be able to spell it correctly.

Pupils will learn about speech, oral and written speech, structure of speech from sentences, words, structure of sentences from words; syllable, structure of words from syllables, division of words into syllables; sound, the structure of syllables from sounds; it is to teach the separation of sounds into vowels and consonants, to form skills of practical use of them. During this period, pupils' connected speech is worked on based on special copies. In addition to making up stories based on the pictures given in "Alifbe", they should also tell them poems, fairy tales, stories, sayings, proverbs, riddles, folk songs, songs, anecdotes.

Activities such as creating sentences based on basic words, working on the words and their meanings on the pages of "Alifbe" are organized (Works of this type are continued consistently depending on the topics in each lesson). In writing lessons at this stage, pupils are introduced to notebooks and writing lines, learn to write letter elements, identify graphic errors based on samples - self- skills such as self-checking, observing the equality of letters are formed.

In the process of learning to write the elements of the letter, it is envisaged to teach the difference between the sound and the letter. At this stage, the border between sound and letter is strictly observed. When the letter representing the sound is shown, the letter is worked on. Features of sounds and letters (we pronounce sounds, hear them, write letters, see them, read them) are also revealed consistently, taking into account the pupils' mastery.

The Alphabet period. This period lasts until December 31. It basically introduces pupils to vowels, consonants and vowels and consonants. Vowels and consonants are arranged according to the principle of easy to difficult. Vowels a, o, i, consonants are preceded by sonorous sounds (n, m, l) e, o', and u vowels are followed by consonants such as b, k, d, t, s, followed by the letter j representing two sounds, letter combinations ( ng, ch, sh) a letter without a sound is introduced by the consonant symbol. For those who are familiar with sounds and letters, to successfully acquire

elementary reading, dividing into syllables, determining the boundary of a syllable, separating a sound from a syllable, determining the relationship between a sound and a letter, a syllable from hyphens exercises such as composition and reading, syllable-sound, sound-letter, analysis are used. Also, syllabic reading is mainly formed: two-letter closed, two-letter open, three-letter closed syllables (il, ol, la, lo, nom, lim) are taught to read.

The alphabet period can be divided into 3 stages, taking into account the complexity of the studied sound-letter:

At the 1st stage, words in the structure o-na, a-na, il, in, bi-lan;

At the 2nd stage, difficult-to-articulate consonants such as r, q, v, f, such as echki, un, and o'n, and words with the structure such as yo'lbars, do'st, rasm;

In the 3rd stage, the letter units ng, ch, sh represent 2 sounds j, the stop sign, and words such as jurnal, jirafa, tong, so'ng, bodring, choynak and shudring are taught to read.

At the end of the alphabet period, pupils should have the following knowledge and skills:

- a) recognize all sounds and pronounce them correctly in any case;
- b) to know the analysis of words into syllables, sounds, sound-letters, to be able to determine the consistent order of sounds in a word, to be able to distinguish the required sound into words and syllables;
- c) can read and form words from hyphens and syllables;
- d) read words with 2-3-4 syllables in syllables, read them with literary-orphoepic pronunciation;
- e) read the sentences following the tone;
- f) to understand the content of the read text and read it consciously;
- g) to retell the content of the read text in a simple way based on questions;
- h) finding a title for the read text;
- i) formation of correct, fast, conscious and expressive reading skills.

The task of writing lessons in the alphabet period is to correctly form lowercase and uppercase letters, to correctly connect letters, to write the syllable read in the alphabet, to write words and sentences according to the model, letter, syllable. It is to acquire the skill of writing dictations, descriptive, selective, visual, educational, dictation. At the end of the literacy process, they are required to write up to 20 words in one lesson, if 3/2 of the lesson is devoted to writing.

It is known that pupils come to the 1st grade with different preparation. Educational materials are given consistently according to the level of 1st graders. Nevertheless, pupils who come with different preparation have different ways of mastering it. This requires a differential and individual approach to pupils in the process of teaching literacy. This approach gives good results at all stages of education.

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 content 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: ot, the teacher shows a picture of ot, pupils say its name - o 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 learned today is mixed into the learned letter, the children separate the unfamiliar letter from it, and then the teacher says the sound that this letter represents. Pupils say the characteristics of sound. He finds this letter among the cursive letters and shows it from the page of the book, from the picture alphabet.

In short, the main task of teaching literacy and reading classes is to introduce pupils to sounds and letters. In this case, it is necessary to form correct, conscious expressive reading skills in children by teaching them the correct pronunciation. Also, this period takes a special place with its responsibility in enriching pupils' vocabulary, developing their connected speech, enriching their knowledge, forming their abstract thinking, hearing, and perception. The preparatory period prepares the ground for teaching to read. During this period, children develop such features as listening to other people's speech, concentrating, differentiating and separating language combinations (sound, syllable, word, sentence), understanding their tasks. These will help pupils to study successfully.

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