THE FEATURES OF THE LITERACY PERIOD IN ELEMENTARY CLASSES

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Abstract: This work examines the features of teaching literacy in primary grades, including psychological, pedagogical, and methodological aspects. The emphasis is placed on the importance of an individual approach to students, taking into account their age and cognitive characteristics, as well as the role of game and plot-game activities in the educational process. Traditional and modern methods of teaching literacy, including the sound-analytical-synthetic method, project-based learning technologies, and the use of interactive tools, are analyzed. The importance of literacy training is emphasized, which includes the development of phonemic hearing, fine motor skills, and coherent speech. The work highlights the key challenges faced by teachers and suggests ways to overcome them. The annotation emphasizes the need for a comprehensive approach to literacy education, based on the combination of innovative technologies and traditional methods, which ensures the successful formation of reading, writing, and communication skills in children.

Keywords: literacy training, elementary school, sound method, plot-game technologies, phonemic listening, fine motor skills, individual approach, game methods, modern technologies, literacy training, reading, writing, communication skills.

ОСОБЕННОСТИ ОБУЧЕНИЯ ГРАМОТЕ В НАЧАЛЬНЫХ КЛАССАХ

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Аннотация: в данной работе рассматриваются особенности обучения грамоте в начальных классах, включая психологические, педагогические и методические аспекты. Акцент сделан на значении индивидуального подхода к ученикам, учёте их возрастных и когнитивных особенностей, а также роли игровой и сюжетно-игровой деятельности в образовательном процессе. Анализируются традиционные и современные методики обучения грамоте, включая звуковой аналитико-синтетический метод, технологии проектного обучения и использование интерактивных средств. Подчёркивается важность подготовки к обучению грамоте, которая включает развитие фонематического слуха, мелкой моторики и связной речи. Работа выделяет ключевые трудности, с которыми сталкиваются учителя, и предлагает пути их преодоления. Аннотация подчёркивает необходимость комплексного подхода к обучению грамоте, основанного

на сочетании инновационных технологий и традиционных методов, что обеспечивает успешное формирование у детей навыков чтения, письма и коммуникативной компетенции.

Ключевые слова: обучение грамоте, начальные классы, звуковой метод, сюжетно-игровые технологии, фонематический слух, мелкая моторика, индивидуальный подход, игровые методы, современные технологии, подготовка к грамоте, чтение, письмо, коммуникативные навыки.

BOSHLANG'ICH SINF SAVOD O'RGATISH DAVRINING O'ZIGA XOSLIKLARI

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Annotatsiya: mazkur ishda boshlang'ich sinflarda savod o'rgatishning o'ziga xos xususiyatlari, jumladan, psixologik, pedagogik va metodik jihatlari ko'rib chiqilgan. O'quvchilarga individual yondashuvning ahamiyati, ularning yosh va kognitiv xususiyatlarini hisobga olish, shuningdek, ta'lim jarayonida o'yin va syujetli-o'yin faoliyatining roliga e'tibor qaratilgan. Savodxonlikka o'rgatishning an'anaviy va zamonaviy usullari, shu jumladan, tovushli analitik-sintetik usul, loyihaviy o'qitish texnologiyalari va interfaol vositalardan foydalanish tahlil qilingan. Fonematik eshitish, mayda motorika va bog'lanishli nutqni rivojlantirishni o'z ichiga olgan savodxonlikni o'rganishga tayyorlash muhimligi ta'kidlanadi. Ish o'qituvchilar duch keladigan asosiy qiyinchiliklarni aniqlaydi va ularni bartaraf etish yo'llarini taklif qiladi. Annotatsiyada bolalarning o'qish, yozish va kommunikativ kompetensiyasini muvaffaqiyatli shakllantirishni ta'minlaydigan innovatsion texnologiyalar va an'anaviy usullarni uyg'unlashtirishga asoslangan savodxonlikka o'rgatishga kompleks yondashuv zarurligi ta'kidlangan.

Tayanch so'zlar: savod o'rgatish, boshlang'ich sinflar, ovoz metodi, syujetli-o'yin texnologiyalari, fonematik eshitish, mayda motorika, individual yondashuv, o'yin metodlari, zamonaviy texnologiyalar, savodga tayyorlash, o'qish, yozish, muloqot ko'nikmalari.

Teaching literacy in primary grades is an important stage of the educational process, laying the foundation for the child's further learning and development. This process involves the formation of reading, writing, and conscious perception of the text. Literacy becomes a key to a child's knowledge of the surrounding world, the development of communication skills, and the assimilation of other subjects.

Learning literacy requires taking into account the age and psychological characteristics of younger schoolchildren. At this age, children have insufficiently developed arbitrary attention, which affects their ability to focus on long-term tasks. The emotional receptivity of younger schoolchildren also plays an important role: the classroom atmosphere and the teacher's

communication style can significantly influence the child's motivation. In addition, game activity continues to occupy a significant place in the lives of younger schoolchildren, therefore literacy is often integrated into game forms of work.

The process of learning literacy consists of several stages. The preparatory stage includes the development of the child's phonemic hearing, motor skills, visual perception, and speech. Children learn to distinguish sounds, determine their sequence in words, and also to connect sounds with letters. The main stage is aimed at mastering letters, learning to read syllables, words, and sentences, as well as developing writing skills. The final stage is devoted to the development of fluent, conscious and expressive reading, as well as the assimilation of the rules of orthography and grammar.

The methodological foundations of literacy training are based on different approaches. Traditionally, the sound analytical-synthetic method is used, which helps children understand the connection between sounds and letters. However, modern pedagogical technologies are increasingly incorporating elements of project-based learning, interactive tools such as electronic textbooks and educational applications. These technologies contribute not only to better material assimilation, but also to the development of interest in learning.

Modern approaches to literacy emphasize the importance of children's motivation and engagement. Playful forms of work, such as reading in roles, creating one's own stories, using game characters and tasks, contribute to the development of a positive attitude towards reading and writing in children. At the same time, great attention is paid to the individualization of learning, as the level of children's preparedness and ability to learn literacy can vary significantly. It is important for the teacher to take these differences into account in order to help each child succeed.

An important aspect of literacy training is the integration of different types of activities. Writing, reading, oral speech, and creative activity should complement each other. Such integration helps children to better assimilate the material, develop their imagination, imagination and logical thinking. Thus, learning literacy becomes not only the mastery of technical skills in reading and writing, but also the formation of a child's broader cognitive and communicative abilities.

Elementary school literacy is a complex process that combines pedagogical, psychological, and methodological aspects. Literacy is not only the ability to read and write, but also an important tool for the development of a child's thinking, imagination and speech. The success of learning at this stage largely determines the student's future achievements in educational activities.
One of the key features of teaching literacy in primary grades is the need to take into account the age and individual characteristics of children. Younger schoolchildren have a developed imagination, a high emotional susceptibility and a desire to learn new things. However, their attention and memory are often involuntary, which requires the teacher to use various and interesting forms of work. A special place is occupied by play, which helps make the learning process accessible and interesting for the child.

Learning literacy involves mastering several interconnected processes. This is the development of reading, writing, and speaking skills. At the initial stage, children learn to distinguish sounds, master graphic images of letters and compare them with sound forms. Exercises for the development of fine motor skills play an important role, as they contribute to the formation of writing skills. Parallel to this, work is underway to enrich the vocabulary and develop coherent speech.

Various pedagogical approaches and methods are actively used in the process of teaching literacy. Traditional methods, such as the sound analytical-synthetic method, involve the sequential study of sounds and letters, which helps children understand the structure of the word. Modern technologies, including interactive boards, electronic applications, and game platforms, make learning more interesting and allow for the consideration of each student's individual needs. For example, interactive exercises help children to consolidate their acquired knowledge in an interesting and accessible form.

It is difficult to overestimate the role of the teacher in teaching literacy. He acts not only as a transmitter of knowledge, but also as an organizer of the process that motivates, supports and guides children. It is important for teachers to create a positive atmosphere in lessons, maintain interest in learning, and also involve parents in the process so that they can provide necessary assistance at home.

The difficulties faced by teachers in teaching literacy are related to the individual characteristics of the students, such as differences in the level of preparation, speech and speech problems. Individual approaches become an important tool for overcoming these difficulties, allowing for the adaptation of learning methods and pace to the needs of each child.

Teaching literacy in primary grades is the foundation for the development of a child's personality. This process requires systematicity, a creative approach, and the introduction of modern technologies. As a result, a child not only acquires the technical skills of reading and writing, but also acquires the ability to understand and express their thoughts, which is key to their further learning and socialization.

Teaching literacy in primary grades is a complex and multifaceted process aimed at developing basic reading, writing skills, and a conscious understanding of the text. This stage lays the foundation for the child's further educational and personal development. Let's consider the main aspects that determine the specifics of literacy training.

1. Goals and objectives of literacy training

The main tasks of teaching literacy in primary school include:

• Developing conscious, fluent, and expressive reading skills.
• Teaching the correct spelling of letters, words, and sentences.
• Developing skills in sound-letter analysis of words.
• To foster an interest in reading and a love for books.
• Formation of communicative competence through the use of written speech.

These goals require a comprehensive approach, including both traditional methods and modern pedagogical technologies.

2. Methodological foundations

Literacy training is built on the following methodological principles:

The principle of clarity: use cards, illustrations, game materials, which help children to remember letters and sounds better.

• The principle of stages: learning begins with preparation (hearing, speech development, fine motor skills), then moves on to mastering letters, syllables, words and sentences.

• Integration principle: combining reading, writing, and oral speech for a holistic perception of language.

• The principle of individualization: adapting learning to the level of development of each child.

3. Psychological features of younger schoolchildren

Younger schoolchildren have special psychological characteristics that should be taken into account when teaching literacy:

• Leading role of the game: game activity remains the main activity for younger schoolchildren, therefore learning is often carried out in the form of games, riddles, rebuses.

Emotional receptivity: It is important to create a goodwill atmosphere to maintain children's self-confidence.

High dependence on pedagogical impact: students are oriented towards the teacher's approval, which requires special attention to motivation and incentives.

• Insufficient development of arbitrary attention: classes should be diverse to maintain the child's interest.

4. Methods and approaches in teaching literacy

Sound analytical-synthetic method: based on the study of sounds and their connection with letters. Children learn to analyze the sound composition of words and to transition from sounds to letters.

• Integrated (global) method: involves studying words and sentences as a whole, which is especially effective for children with highly developed visual perception.

• Plot-game technologies: creating game situations in which learning becomes engaging and interesting. For example, children can "help" fairy tale characters solve reading and writing problems.

• Project learning technologies: completing mini-projects related to reading and writing, such as creating one's own book or writing a collective story.

5. The role of literacy training

The preparatory stage plays a key role in the success of mastering literacy. It includes:

• Developing phonemic hearing through sound recognition games.

• Exercises for developing small motor skills (drawing, molding, brushing).

• Enrichment of vocabulary and development of coherent speech.

6. Modern literacy technologies

Modern approaches to literacy include:

• Interactive technologies: multimedia presentations, educational applications, interactive boards.

• Gamification: introducing game elements into lessons, such as computer games and quizzes.

• Mnemonics: using rhymes, associations, pictures to memorize letters and words.

7. Problems and difficulties in literacy

In the process of teaching literacy, teachers face a number of difficulties:

• Differences in student preparedness.

• Lack of motivation to study in some children.

• Problems with phonemic perception, motor skills or logopedic difficulties.

These difficulties require flexibility and professionalism from the teacher, as well as close interaction with parents.

8. Practical implementation of the learning process

In practice, literacy is taught through:

• Games: For example, composing words from letters, searching for rhymes, reading by roles. Creative assignments: creating illustrations for texts, creating fairy tales.

• Verification work: reading at speed, dictations, writing stories independently.

Teaching literacy in primary grades is an important stage of the educational process that develops basic reading, writing skills, and a conscious understanding of the text. This stage is aimed at developing children's skills in conscious reading, sound-literal analysis of words, correct writing, and expressing thoughts in writing. The process of teaching literacy is based on a number of principles: clarity, step-by-step, integration of reading, writing, and oral speech, as well as an individual approach that takes into account the specifics of each child.

Younger schoolchildren have special psychological characteristics that should be taken into account in learning: the leading role of the game, high emotional susceptibility, insufficient development of arbitrary attention, and strong dependence on pedagogical influence. These features require diversity in teaching methods and forms. To maintain interest in classes, game forms, artistic elements, and creative tasks are actively used.

The methodology for teaching literacy includes sound-analytical-synthetic method, holistic method, plot-game technologies, and project approaches. For example, the sound analytical-synthetic method involves studying sounds and their correspondence to letters, which helps children learn the structure of the language. In turn, plot-game technologies, including game interaction, facilitate the perception of new knowledge and make the process interesting.

Preparation for literacy is an important stage and involves the development of phonemic hearing, fine motor skills, and coherent speech. At this stage, children learn to distinguish sounds, develop coordination of hand movements, and acquire basic skills in working with text. These elements prepare the child for mastering more complex learning tasks.

Modern technologies significantly expand the possibilities of literacy training. The use of interactive methods, educational applications, multimedia materials, and gamification elements makes learning more accessible, engaging, and productive. Such methods increase students' motivation and contribute to their active involvement in the educational process.

However, learning literacy presents a number of difficulties. Among them, it is possible to highlight differences in the level of students' preparedness, lack of motivation in individual children, logopedic and cognitive problems. These difficulties require a professional approach, flexibility, and the ability to adapt teaching methods to specific educational needs.

Therefore, the process of teaching literacy in primary grades is a multifaceted and complex process that requires the combination of traditional and modern methods, as well as taking into account the psychological and individual characteristics of children. Only such an approach can ensure the successful formation of reading, writing, and communication skills, which will become the foundation for further successful learning.

Conclusion

Teaching literacy in primary grades requires a teacher to use diverse methods, a creative approach, and taking into account the individual characteristics of students. Only a comprehensive approach based on scientific principles and modern pedagogical technologies can ensure the successful development of reading, writing, and speech communication skills in younger schoolchildren.

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