



Improving the Integrative Approach of the Modern Literacy System

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Abstract: *The article reveals the methodological conditions for preparing first-graders for literacy as an integrative approach. Literacy education is to lay the foundations for the formation of a functionally literate personality, to ensure the language and speech formation of the child, to help him realize himself as a native speaker.*

Keywords: *demonstration tables, integrative approach, literacy teaching.*

Date of Submission: 29-02-2022

Date of Acceptance: 31-3-2022

This course "Literacy" is considered an integrated course and provides students with initial information about the language as a holistic system, which is revealed in speech. Students receive the first information about the history of improving the language and about the history of mankind, their native country, about the peoples of the world, about wildlife and non-living nature, about the life of the city and village. They get acquainted with characters from fairy tales, cartoons; learn tongue twisters, ditties, jokes, charades, and poems. From the first days of school life, they are immersed in the world of human relations, art, knowledge, amazing in its diversity and treasure. These skills can be fundamental for studying the programs "Russian Language" and "Literary Reading".

The content of the Literacy Compendium presents a broad picture of the world. Students receive the first information about the history of improving the language and about the history of mankind, their native country, about the peoples of the world, about wildlife and non-living nature, about the life of the city and village. They get acquainted with characters from fairy tales, cartoons; learn tongue twisters, ditties, jokes, charades, and poems. From the first days of school life, they are immersed in the world of human relations, art, knowledge, amazing in its diversity and treasure. At the stage of learning to read and write, the child learns new situations, relationships, activities that require him to choose language means appropriate to the new circumstances. Considering these factors, the goals of teaching literacy do not refrain from teaching children to read and write, they are also aimed at the effective integration of each student to the new requirements of his life. The collection is designed for activities with reading and non-reading students.

Learning to read is based on the analytical-synthetic sound-letter principle adopted in the Russian methodology. To ensure the productive formation of reading skills, the ABC tasks were developed taking into account the neuropsychological and psycho physiological age characteristics of schoolchildren: the limited formation of inner speech, the internal plan of action, the small skill of intensive work of the communication centers of the left hemisphere and the center associated with reproduction. Therefore, at the initial, most difficult stage, indirect reading was introduced when

recognizing the meaning of drawings, pictograms, formulas of words and sentences, when playing various ciphers, when solving crosswords, puzzles, rebuses (the first reading notebook also alternates with such tasks).

This method will enable students to quickly enter the world of reading. Significantly accelerate the experience of high-quality reading the introduction of interactive tasks for advanced familiarization of letters; semantic analysis of texts, semantic and spelling analysis of words and sentences, which provides a natural repeated return of the child to what he read. For the first time, students read not by decree: "Read eight times to bounce off your teeth," but by natural motives: performing various tasks, answering questions about the content of a sentence or text. The same goes for letters. Mechanical activity - repeated rewriting of elements of letters, letters, and words - is considered as a necessary means for performing tasks that are exciting for the student. Considering the features (insufficiency) of the formation of phonemic hearing in modern six-year-olds, the "ABC" proposes a radically new order for mastering letters - in groups in accordance with their phonetic features. The movement starts from the most audible and least controversial sounds to the less audible and more controversial (2). In addition, the sequence in the syllable ordering of words is strictly maintained. An exceptional place belongs to the heading "Scene" (3) in this work. By playing pantomimes with the gradual introduction of spontaneous children's judgments, schoolchildren will come to the conscious use of the means of oral understanding, learn to control their voice, gestures, intonation, facial expressions, which is directly related to the awareness and imagery of reading. "Scene" allows you to recall very common fairy tales, their scenarios, to reveal the uniqueness of the characters through staging. Participation in the "Stage" gives a significant social skill, helps to establish friendly relationships with classmates in the classroom.

The broad content given in the literacy kit is necessary not only to solve the priority task for this stage - the effective development of reading and writing skills, but also to organize the functional mental activity of schoolchildren, combined with emotions, experiences, volitional tension. Based on the semantic, grammatical and phonetic features of the word, students generalize and classify, deduce patterns. On the pages of the set, they always meet with collisions, with the ability to solve the learning problem in several ways. The nature of the presentation of such tasks is both figurative (drawings, diagrams, pictograms) and verbal.

Notebooks for reading "I can read" are designed according to the content of the "ABC". their main purpose is to increase the reading experience, activate the vocabulary, gain basic knowledge of the Russian language, literature, the environment and develop the psychophysiological functions necessary for reading.

The main purpose of writing notebooks: to teach students the correct graphics, technology of writing from dictation, copying, to develop in children the ability to self-control. The fundamental way of teaching writing: analysis, comparison of similar and opposite cases of writing and transfer of the acquired skill to new conditions. The materials of the pages of educational books are united by a theme, which is determined by the sequence of studying sounds and letters.

Such a sequence in each educational literature is based on the principle of the frequency of the use of sounds (letters) in the Russian language: initially, the more common ones are used (the exceptions are the vowels ы and y), then the less common ones go, and finally, a group of infrequent ones is introduced. This allows you to significantly increase the vocabulary of students and speed up the process of developing reading techniques. From the first pages, educational books on teaching literacy offer rich visual material: subject and plot pictures. Working with it is aimed at systematizing students' ideas about the surrounding reality, at developing students' speech and thinking.

Subject illustrations are used to select a word, in the stage of sound analysis of which a new sound is distinguished, and to carry out lexical (observation of the ambiguity of words, antonyms, synonyms, homonyms, inflection and word formation) and logical tasks (generalization and classification). Thematic illustrations help to understand the meaning of what is read, allow you to organize the work of compiling sentences and coherent stories. For tasks in a coherent story, a series of drawings are placed on separate pages.

To process the reading technique, a variety of textual material is offered: columns of words, sentences and texts for reading. In addition to textual material and pictures, educational books contain non-textual elements (word and sentence schemes, syllabic tables and a tape of letters), which contribute to the development of reading techniques, and, accordingly, the improvement of speech and logic.

Diverse interesting material is extensively presented in textbooks: "chains" of words, "scattered" words, rebuses, tongue twisters, proverbs, riddles, etc. The main goal of the game material is to develop students' love and interest in their native language, to contribute to the formation of their speech and thinking.

Learning to write is considered a major part of literacy education. Writing lessons are conducted on the basis of copybook materials, which give examples of writing letters, their compounds, individual words and sentences, and contain tasks aimed at shaping the speech and thinking of students. In the development of writing lessons, the material is often given in a slightly larger volume, which is necessary for the lesson. This allows the educator to calculate the right foundation based on the abilities of their students in the class.

Demo tables come in such options as:

- 1) an illustrative alphabet that helps students remember the letter better;
- 2) pictures depicting objects with word schemes for analytical and synthetic tasks;
- 3) plot illustrations to connect sentences and coherent stories;
- 4) A table with written and printed letters that are used in writing lessons.

Syllabic tables are compiled on the basis of two principles:

- a) based on the vowel: na, ma, ka, ba, ra;
- b) On the basis of the consonant: on, but, well, neither, we.

Syllabic tables are used to read syllables and words (by step-by-step reading of 2-3 syllables). It is useful to use the method of ending the read syllable to a whole word using syllables that are not in the table.

The split alphabet consists of a set of linen and a cash register with pockets. Also, the cut alphabet is used as a handout and also as a demonstration aid that each student has. The split alphabet is used when syllables and words need to be assembled from letters after their sound analysis, and this is called the synthesis stage. And one of the options for the general class alphabet can be considered cubes with letters that can be used to make syllables and words, but at the same time there is an element of play, entertainment.

The mobile alphabet is a double plank with windows (2-4 holes). Ribbons with letters are passed between the planks, the sequence of which depends on the purpose of the synthetic task in compiling syllables and words of their studied letters.

In literacy lessons, you can use different handouts for tasks in the analysis of the sound structure of words and for the synthesis of syllables and words from letters. The main purpose of using handouts

is to help students in analytical and synthetic work. Cards for compiling sound examples of words, a syllabic abacus (a mobile alphabet of two windows), cards with words with missing syllables and letters, cards with subject pictures and with diagrams-models of words are also considered a similar element.

The main achievement of the goal and the implementation of the main lines of the course are carried out within the framework of such cross-cutting topics as "Word", "Sentence", "Text".

The word can be viewed from four points of view:

- 1) sound composition and designation of sounds with letters;
- 2) composition of the word (root, prefix, suffix); word formation (formation of nouns with the help of suffixes, verbs - with the help of prefixes);
- 3) grammatical meaning (what question does the word answer);
- 4) Lexical meaning (what the word means, with what words combined in speech; words that are close in meaning).

Getting acquainted with the sentence, students learn the properties of the sentence (the sentence consists of words, expresses a complete thought, the words in the sentence are interconnected in meaning); learn to pronounce and read sentences with different intonation; correctly formulate sentences in writing spelling and punctuation (write the first word with a capital letter, make spaces between words, put a full stop at the end of a sentence, an exclamation mark, a question mark or an ellipsis); build sentences from words, depict a sentence scheme.

The literacy course gives an idea of the text (the text is made up of sentences, the sentences in the text are combined in meaning; the text has a title; you can determine what the text is talking about by the title). Students learn to distinguish between a text and a set of sentences, to understand the meaning of the title, to compare the title with the content and main idea of the text, and to title the text and its parts themselves.

At the same time, when working with copybooks, as well as when working with the texts of the "Primer", schoolchildren from the correct reading activity - the ability to purposefully comprehend the text before reading, during reading and after reading.

At the stage of teaching literacy, students are simultaneously introduced to the phenomena of the language from the field of phonetics, vocabulary, morphemic, morphology, syntax and punctuation, spelling.

The literacy course finds an answer to a number of basic tasks such as: the formation of phonemic and speech hearing, the preparation of conscious, correct, phased syllabic reading with a smooth transition to reading whole words. Given that conditions are being created for the development of the main components of educational activity: educational and cognitive motives, educational tasks with the corresponding educational operations of control and self-control, assessment and self-assessment.

The stage of introducing letters and providing the initial linguistic orientation of students in the language is considered a rather long process of sound analysis, and is also one of the basic principles of literacy lessons. This positional principle of the Russian language determines the subsequent sequence of studying letters in the alphabetical period.

CONCLUSION

In recent years, schoolchildren have seen a decrease in the quality of reading and writing, students do not want to independently correct the level of reading, improve literacy. Based on these gaps in

students, the teacher should set a goal in the lessons of writing and literary reading in the lower grades - to help the child become a reader: to lead to an awareness of the rich world of domestic and foreign children's literature as the art of artistic expression; enrich the reader's experience.

Observing the use of these units in speech can be identified; the emergence in first graders of certain knowledge about speech, its purpose, basic qualities, types, rules of communication and the experience of using this knowledge in speech practice; formation of ideas about the basic units of the language (about a sentence, word, syllable, sound), mastering the technologies for isolating them, as well as observing the use of these units in speech.

Improving teaching methods is one of the main tasks solved by pedagogical science, as well as private methods. It acquires special activity during the period of revision of the goals and content of teaching the Russian language. Therefore, at present, teaching methods must be brought in line with the new content of training and the requirements for the educational process.

In the modern school, the tasks of improving teaching methods are considered and to some extent solved.

The methods and techniques of teaching used in the primary grades must correspond to the age capabilities of the students. But this does not mean that the material for study should always be only easy. In the process of learning, children need to overcome feasible difficulties in order to acquire knowledge, new skills, learn what they do not yet know. Training will correspond to the overall development of students, only if overcoming any difficulties activates the learning process.

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