



COMPARATIVE ANALYSIS OF NEW GENERATION ALPHABET TEXTBOOKS FOR ELEMENTARY SCHOOL

Azamatova Nigina Yakubjon kizi

Asian International University Theory and Methodology of Education
(Primary Education) 1st Stage Master's Student

Abstract

In this article, literacy teaching, its goals and tasks, methods of literacy teaching, the type of speech activity of reading and writing, the sound structure and graphics of the Uzbek language, the importance of specific features of teaching reading and writing opinions are expressed. Here are some problems from the alphabet textbook and notebook.

Keywords: alphabet, reading skill, syllable, teaching literacy, analytical-synthetic method, lesson system.

INTRODUCTION

One of the most important tasks for our country today is to train talented and talented young people and raise them to become highly qualified personnel who meet the requirements of world standards. Because the main factor that ensures the development of every country, its socio-economic development and future is its intellectual potential.

MATERIALS AND METHODS

Lesson is the main form of education. It starts with elementary reading and writing at school. Based on the "Alphabet", students are taught to read and write in a short period of time, then reading and writing skills are improved and gradually turned into skills.

It is known that in the period of literacy education, students' knowledge is determined depending on all the situations in the course of the lesson. Reading and writing skills are speech skills. Reading and writing skills are also related to other types of speech activity. In writing, the student performs the complex mental activity of turning sounds into letters, and in reading, letters into sounds. Assuming that this activity occurs continuously, reading and writing are carried out in parallel. The development of connected speech is also integrally connected to reading and writing lessons, the reading lesson prepares students for the writing lesson, and the writing lesson serves as a continuation of the previous reading lesson.





The main types of literacy training exercises: sound, syllable, word, articulation. The basis of teaching literacy: making words from cut letters, constantly determining the relationship between sounds and letters, creating the basis of literate writing. In the process of teaching literacy, the teacher should take into account the phonetic features of the Uzbek language when giving information about sounds to students. Literacy is taught using analytical-synthetic sound method. The word is divided into syllables, the desired studied sound is separated from the syllable, analyzed, and synthesized with the studied letter.

RESULTS AND DISCUSSION

Current Uzbek vowel system: a, o, u, o`, e, i. In teaching literacy, the introduction of sounds and letters begins with vowels.

The letter E is written at the beginning of words and syllables in the place of a middle wide non-labial vowel and after a consonant:

In literacy education, the e that comes at the beginning of the word is taught first, and then the e that comes after the consonant is taught.

The letter o represents the lower wide, lipped o sound in Uzbek and common Turkic words.

There are 24 consonant sounds in the Uzbek language. 3 of them are letter combinations. 24 consonant sounds are defined by 23 consonant letters. The teaching of consonants is also based on certain rules and requirements.

The alphabet period begins with the teaching of sonorous (voiced) sounds. But the sonorous consonant ng is taught after introducing the vowel letter n and g. Given the difficulty in learning letter combinations, they are taught at the end of the alphabet period.

The letter J represents two sounds, taking into account that, separate classes are allocated to it. The use of 4 types of letters (printed, written, capital and small) is taught in the process of teaching literacy.

Teaching students to read is carried out on the basis of syllables. In order to learn to read in syllables, it is important to divide the word into syllables, to identify the sound that forms a syllable, and to teach the difference between open and closed syllables.

In general, in the process of teaching literacy, the system of analytical-synthetic work ensures active thinking of the child. Only the method of analytical-synthetic works ensures independence of students' knowledge, develops observation and intelligence in children. Every student who steps into school should know the ratio, height, slope of one or another letter to each other, the rules of holding a pen and sitting properly. The knowledge and skills acquired during this period should remain a permanent





rule for students. For example, writing beautifully on the blackboard so that all students can see it is one of the factors that ensure the success of perception. In each reading and writing lesson, in addition to the texts from the "Alifbe", samples from the works of favorite children's poets and writers such as A. Obidjon, P. Momin, E. Vahidov are used. Thus, reading, reading outside the classroom (Kitobim-aftobim), and listening to the read text are connected. In the literacy classes, there are occasional moments of rest. This process is carried out systematically. The lesson system refers to the theoretical and practical distribution of study time to topics, the logic and perspective of the lessons, the types of lessons that are connected to each other, and the consistency in which the main methodological tools used by the teacher and students are diverse.

CONCLUSION

Educating the current young generation requires great responsibility from us young pedagogues. As Shavkat Mirziyoyev Miromonovich noted: "We have a great history that is worthy of envy. We have great ancestors that are worthy of envy. We have immeasurable riches that are worthy of envy. And I believe that if God wills, we will definitely have an enviable future."

REFERENCES

1. Abobakirova, O. (2015). Modern problems and innovative approaches to preparing children for school. *Young Scientist*, (3), 891-893.
2. Abobakirova, O. N. (2020). Genre features of Uzbek children's stories (using the example of the work of Latif Makhmudov). *Problems of modern science and education*, (1 (146)), 95-98.
3. Akbarova, Z. A. (2020). Reflections on the Psychological Characteristics of a Linguistic Personality. In *Problems of Philological Education* (pp. 146-151).
4. Zokirova, S. M. (2021). ABOUT OMOSEMANTIC CONGRUENCE IN LANGUAGES. Editorial team.

