



# The General And Theoretical Foundations Of Literacy Teaching In Primary School Students

**Lobar Yusupbayeva**

Student of Primary Education Department,  
Ajiniyaz Nukus State Pedagogical Institute

## ABSTRACT

This article explores the theoretical foundations and practical approaches of literacy teaching methodologies for primary school students. It highlights the techniques and tools employed in the development of reading and writing skills. The study analyzes the process of systematically improving students' reading and writing competencies through the analytical-synthetic phonics method, emphasizing the interrelation between phonetic and graphic units. Furthermore, the importance of methodological approaches in establishing solid literacy foundations among young learners is examined.

## Keywords:

literacy teaching, methodology, primary education, analytical-synthetic method, reading and writing skills, sound-letter system, phonetics, grammar.

The term „method“ is derived from the Greek word „methodos“, meaning „the way of knowledge and research“, „theory“ or „doctrine“. First, methodology (the way, method) refers to the collection of methods or techniques used to perform a task or carry out an action, or the doctrine of teaching methods. Secondly, it is the science concerning teaching methods, approaches, and tools. Methodology determines the objectives and content of teaching the native language, monitors the educational process, and establishes the scientific principles and structured system of teaching methods based on the tasks set by the school.

The science of methodology studies the following:

1. It defines the objectives and content of teaching. The answer to the question „What should be taught?“ is given. In other words, it determines the curriculum and content of the native language course for primary grades, creates and improves textbooks and manuals for students, and continuously monitors their effectiveness and alignment.

2. It develops the methods, principles, techniques, types of lessons, and a systematic approach for practical activities of students—exercises and written tasks. It answers the question „How should it be taught?“
3. It resolves issues related to the best conditions for imparting knowledge and skills in the native language from a scientific perspective. In other words, it answers the question „Why should this method of teaching be used?“ It studies the most effective materials and methods, justifies selected methods, and experimentally tests recommendations.

The methodology of literacy, i. e, teaching basic reading and writing, is not only a pedagogical issue but also a significant matter in social life. Literacy is a tool for the struggle for independence, political consciousness, and culture. In the Republic of Uzbekistan, special attention is given to ensuring that every individual is literate. Our first president, I.A. Karimov, worked to ensure that the next generation becomes literate and spiritually advanced. For example, the distribution of educational supplies to children entering the 1st

grade, the declaration of 2008 as the „Youth Year“ , and the implementation of the corresponding program, etc.

During the literacy teaching process, the content of language education is defined by the knowledge and skills in language and speech that students will acquire. Literacy lessons include topics like “Reading in Class and Outside of Class”, “Reading Skills” , “Textual Work”, “Phonetics, Grammar, Spelling and Speech Development”. In the 1st grade, these topics include “Sounds and Letters”, “Word Meaning”, “Speech and Sentence”; in the 2nd grade, “Sounds and Letters”, “Words”, “Speech and Text”; in the 3rd grade, “Sentences”, “Word Structure”, “Word Categories”; and in the 4th grade, “Sounds and Letters”, “Word and its Meaning”, “Word and Word Structure”, “Sentence”, “Sentence Parts”, “Compound Parts”, “Exclamation”, “Word Categories”, “Speech and Text”.

During literacy teaching, the ability to perform reading and writing actions correctly is called the reading and writing skill. This skill requires knowledge because any skill cannot be developed without knowledge. Knowledge may not necessarily turn into a skill. For example, a child may know the components of the letter v and how to position it between the writing lines but may not be able to write it in their notebook or read a word containing that letter. To develop the writing skill, other activities, such as sitting properly at the desk, holding the pen correctly, and placing the notebook at the right angle, are also taught.

The goal of literacy methodology is to teach children to read and write in the primary grades. Based on the Uzbek alphabet, students will acquire reading and writing skills in a short period. As reading and writing skills improve, they are transformed into proficiency. To form proficiency, a certain activity must be repeated several times. In writing proficiency, a student begins to write words and sentences without thinking about how to hold the pen or guide it. Thus, the reading and writing proficiency process is an action that occurs without conscious thought.

Proficiency strengthens over time and reaches an automated level. In the process of literacy

teaching, students should actively engage in activities and enter into verbal activities, creating situations where they are motivated and need to express their thoughts orally or in writing. Reading and writing proficiency ensures the successful completion of both activities. Therefore, reading and writing teaching are conducted in parallel, and this activity is regularly practiced. In literacy teaching, children must read and write extensively. New texts are used for both reading and writing because achieving the goal is difficult by reading the same text multiple times. This often leads to memorizing the text superficially. In repeated activities, changing the situation and content helps strengthen proficiency and develop abilities.

The long-term goal for students is to learn to read and write, while the short-term daily goal includes activities like solving riddles, reading words and sentences, and narrating based on pictures.

Literacy teaching is based on the analytical-synthetic sound method. Words are divided into syllables, the required sound is isolated from the syllable, analyzed, and then synthesized with the previously learned letters. The synthesized word is then learned through reading. The Uzbek language’s graphic system and how sounds are represented in writing are considered. In literacy teaching, the following characteristics of the Uzbek language’s graphic system are important to consider:

1. The introduction to sounds and letters begins with vowels. In the modern Uzbek language, there are six vowel phonemes: a, o, i, e, u, and o‘. The letter „e“ is used at the beginning of words and syllables (e.g., ekin, echki, samalyot) and is pronounced as a mid-open unrounded vowel after a consonant (e.g., kel, tez). The letter „o“ represents the low-back rounded vowel in Uzbek words, while in borrowed Russian-international words, it may be pronounced differently, like [a] in botanika or [o] in tonna. Therefore, words containing these vowel sounds are introduced only after the alphabet stage.
2. There are 24 consonant sounds in Uzbek. These are represented by 23 letters, with

three letter combinations and 21 single letters. The consonants are b, d, f, g, h, j (as in „jurnal“), j (as in „jo'ja“), k, l, m, n, p, q, r, s, t, v, x, y, z, g', sh, ch, ng. When teaching consonants, a specific order and methodology are followed. Sonor consonants are introduced first since it is easier to distinguish them within syllables and words.

3. The teaching of the letter „ j“ (which represents two sounds) requires special lessons. The first lesson teaches the plosive „ j“ sound, while the second focuses on the fricative „ j“ sound. The difference in their pronunciation is clarified by comparing the two.
4. When teaching the sound “sh” , represented by the combination „sh“ and the sound “ch” represented by the combination „ch“ the students are gradually introduced to these combinations after learning the individual consonants „s“ and „h“ or „c“.

In conclusion, the methodology of literacy teaching in the primary grades is a complex yet crucial process aimed at developing reading and writing skills in children. Proper selection of methods, the accurate understanding of phonetic and graphic units and considering the psychological and age characteristics of students significantly enhance the effectiveness of teaching the Uzbek language. Literacy teaching through the analytical-synthetic sound method must be based on scientific principles, consistency, and a step-by-step approach, which will foster students' abilities in thinking, reading, writing, analysis and generalization, preparing them for the subsequent stages of education.

## REFERENCES:

1. Karimov I. A. *National Independence Ideology - the Faith of the People and Confidence in a Great Future*. – Tashkent: “Uzbekistan”, 2000.
2. Karimov I. A. *A Perfect Generation - The Foundation of Uzbekistan's Development*. – Tashkent: „Sharq“, 1997.
3. Karimov I. A. *New Thinking and Working - the Requirement of the Time*. – Tashkent: 1997, Volume 5.
4. Karimov I. A. *High Morality - the Invincible Strength*. – Tashkent: „Ma'naviyat“, 2008.
5. *The Law of the Republic of Uzbekistan on Education*. / / *A Perfect Generation - The Foundation of Uzbekistan's Development*. – Tashkent: “Sharq“, 1997.
6. *National Program for Personnel Training*. / / *A Perfect Generation - The Foundation of Uzbekistan's Development*. – Tashkent: „Sharq“, 1997.
7. *State Educational Standards and Curriculum of General Secondary Education*. / / Information Bulletin of the Ministry of Public Education of the Republic of Uzbekistan, Special Issue 7. – Tashkent: „Sharq“, 1999.
8. S. Matchonov, H. Bakiyeva, X. G'ulomova, Sh. Yo'ldosheva, G. Xolboyeva. *Methodology of Teaching the Uzbek Language in Primary School Classes (Textbook)*. “Ishonchli Hamkor” Publishing House, Tashkent – 2021, p. 740.