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# THE CONTENT OF TEACHING CHILDREN OF THE SCHOOL PREPARATION GROUP TO LITERACY

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## Abstract

Currently, special attention is paid to preparing children for high-quality school education in preschool educational organizations under the jurisdiction of the Ministry of Preschool Education of the Republic of Uzbekistan. Implementation of the "Ilk Kadam" program in the educational process, the role of methodical support and methodical support in the full development of the program was determined.

**Keywords** "first step state program", preschool education, upbringing, methodology, pedagogy, design.

## INTRODUCTION

The future of independent Uzbekistan depends to a large extent on the generation of a mature, intellectually capable generation and the quality of its education. That is why the cultivation of a creative person who loves the country and people, is loyal to the ideas of independence, and thinks independently is one of the priorities of the state's policy in the field of education. Preschool education, in general, is considered the first stage of continuous education, and it aims to raise a child who is formed as a healthy and full-fledged person who is ready to study at school. In order to prepare a child for a successful education at school, it is necessary to create appropriate conditions for him to acquire all the riches of his native language. The

development of a child's speech in many ways affects his psyche, healthy, vigorous growth. Ethical qualities depend on ensuring the standard implementation of the curriculum and the quality of the manuals. It is necessary to find a solution to these issues in preschool education and to focus on education to be able to speak fluently in one's mother tongue.

In order to develop children's intellectual process, it is necessary to develop their speech: the child should be able to understand the meaning of each word and express it freely in his speech. Adapted to the system of concepts, the child learns to speak and express his thoughts. In the training sessions on the development of oral speech, the main focus is on the

development of children's oral speech, the correct formation of speech from the grammatical point of view, and the continuation of the formation of morphological and syntactic aspects of speech: simple and complex. to make joint sentences, to teach children to use all word groups, to improve the skills of correct use of number to noun, adjective to noun, adjective to verb, correct pronunciation of sounds and words, emphasis is placed on speaking fluently and telling independent stories. Teaching independent storytelling plays an important role in the development of oral speech: children are taught to compose stories based on the events in their lives, looking at pictures, based on the topic proposed by the educator. The stories of the children of the preparatory group should be connected in content, have a certain consistency, and be grammatically correct.

Literacy training in literacy training is divided into two periods.

Preparation period.

The main period (Preparation for Literacy).

The tasks of the preparatory period of teaching literacy are planned in September and October. During this period, the following works are carried out:

1. To pronounce sounds correctly and to identify and form ideas about the sound composition of words.
2. To give an understanding of vowels and consonants.
3. Development of phonemic perception and imagination based on teaching to distinguish voiced and unvoiced sounds.
4. Development of simple analysis and synthesis skills.

a) dividing the sentence into words, dividing words into syllables;

b) determining the position of certain sounds (at the beginning, middle and end of the word);

c) determining the sequence and number of sounds in a word;

g) teaching to make syllables and words from sounds;

d) teaching to distinguish between sounds;

In the preparatory group, the following activities are carried out during the 2nd stage of the literacy training department of the speech, reading and literacy training course - the main period (October-May):

1. Introducing the given sound with the letter symbol.

2. Sound-letter analysis and synthesis using cut letters

to teach to perform exercises on;

3. Reading a syllable;

4. Making syllables and words using cut letters and teaching them to read syllable by syllable.

The activities held in preparatory groups throughout the year should be suitable for the age of the children and should be carried out in sequence.

In the development of the training, the goals and tasks of the subject, the expected results, the necessary equipment, and the progress of the training are fully covered. Lesson topics should be understandable for children, practical work and various interactive games should be age-appropriate, interesting and diverse. During the lessons, children perform finger exercises in refreshing moments, special games with letters (collecting, typing), perform practical work, learn the alphabet, and strengthen the skills of reading syllables.

Determining the child's speech development (teaching literacy).

Purpose: To determine the knowledge and imagination of children about sounds, words and phrases, their ability to divide words into syllables and make sentences from given words.

1. Make a sentence with the word "beautiful table".
  2. Think of a word combination with the word "pen".
  3. Say as many words as you can about the ball.
  4. "The children came to school. They are sitting in the classroom. The lesson has started. They called a student to the blackboard. How many sentences are there in this story (mark each sentence with a triangle. The more triangles, the more sentences).
  5. Say the words "car", "kitchen" in syllables.
  6. Make a sentence from the phrase "Spring has come".
  7. What is the word made of?
  8. What does the sentence consist of?
  9. Say the things in the room that have the sound "O" (you can say other sounds too).
- How will you study in school if you can't speak two sentences?
  - How do you go to school if you don't know how to count?
  - When you go to school, your friends will be amazed by your behavior!
  - You don't know anything, you will embarrass us if you go to school!

Such insults can be the basis for the formation of a child's fear of school. In order to change the attitude of the children who went to school in such a way, to instill confidence in themselves, it will take a lot of effort, time, work, patience, endurance, and attention. This is undoubtedly a more complicated process than forming a positive attitude towards school in a child in advance.

The child's activity helps to master the socio-

historical experience, on the basis of which his various types of activities such as knowledge, demonstration, play, the simplest work and study, as well as behavior are formed. A child mastering this or that activity, shows activity, and at the same time acquires knowledge, skills, and abilities related to this activity, and on this basis, various abilities and personality traits are formed in him.

The position of the child in the activity makes him not only an object of education, but also a subject of education. This determines the leadership role of activities in the upbringing and development of the child. During the age-related periods of children's development and education, different types of activities coexist and interact, but their roles are not the same: at each stage, a leading type of activity is distinguished, in which the child the main achievements in development are shown. Each activity is characterized by a need, reasons, purpose of activity, subject, actions performed with means, objects and, finally, a result. Scientific data shows that the child acquires them not immediately, but gradually and under the guidance of an adult. The variety and richness of the child's activities, the success in acquiring it depends on the upbringing and educational conditions of the family, preschool education organization. From the early years of the child, the simplest types of activities are the basis for the formation of his personal abilities, characteristics and attitude to the surrounding things. Children use acquired knowledge and developed mental abilities in various games and work. All this affects the development of the child's personality, it forms interest in the new content of the activity. Education and development of needs, feelings, reasons, goals in the preschool age reaches such a level that it allows the child to go to regular studies at school. At the junior school age, reading becomes the main thing, and children understand it as a socially important activity. The child's new position in society makes it necessary to evaluate his behavior and the behavior of his peers from a

different point of view - from the point of view of a school student. The child shows activity, creativity and strives to fulfill the increasingly complex demands of adults on his behavior and activities.

The socio-historical nature of the content and structure of each type of activity is objectively given to each young generation. The results of people's productive activities, concentrated in production tools, knowledge, art, ethics, etc., are transferred from the older generation to the younger ones through education and training during joint activities and communication. This is how the social nature of a person is formed.

There is a strong correlation between the inner world of the educator and the inner feeling of the child, the higher the level of culture of the educator, the higher the level of culture of the child. During such a process, both the educator and the child are formed, which creates emotional comfort for everyone, and also motivates parents to be creative. The effectiveness of the creative development environment depends not only on the conditions that affect the general development, creative thinking, and independence of the child, but also on the teacher's communication with the child, the situation, the tasks given, and the methods of giving them. Education of children does not happen in one order. The educator should monitor the dynamics of children's development and, if necessary, provide assistance. However, the level of achievement of the child's psyche is not comparable to the requirements of the program. Experiments show that under the above conditions, a mentally healthy child significantly surpasses traditional state education standards, while children with developmental disabilities receive sufficient knowledge and skills appropriate for their age. The level of knowledge acquired at a higher level depends on the individual capabilities of each child. Proper organization of a creative-developing environment

improves the overall maturity of a child's personality: independent, goal-oriented, ability to properly plan work. Such a situation teaches the child to act with the right understanding. Educators should appreciate children's unique qualities and respect their unique individuality..

### **The course of the training:**

The teacher teaches children the learned letters from the letter folder. Reminds them of their characteristics by asking: What letters are these? What do they represent? How are vowels pronounced? What are they made of? What do they produce? (makes a syllable.). How many forms of these letters are there?

Children, today we will get acquainted with the sound "D" and the capital and small letters "Dd". Capital "D" and small "d" are shown from the exhibition, from the picture alphabet, from the specially prepared exhibition (print form). The capital letter "D" is shown, what is the shape of this letter? (initial shape - capital letter D) What words are written with the capital letter "D"? What letter is this ("D")? (it's a lower case "d") In what words is it written? (dutor, circle...) In what do you read the letters "Dd" that I showed?

How many syllables does the word di-wan have? I say, you identify: Di-wan I say this word again, you say the first sound: D-D-Di-wan, I draw one rectangle on the clipboard. Now say the 2nd sound: Di-v-v-van, the 2nd rectangle will be drawn. Find the 3rd sound: Di-v-v-van The 3rd rectangle is drawn: - The model of the word Di-van is created: What sound is there in this word that we do not know? ("D" sound) Today you will get acquainted with the "D" sound. The sound "D" is pronounced by children.

Educator: When we pronounce the sound "D", the following happens: the lips are slightly open, motionless, in a relaxed state, the teeth are close to each other, but not clenched, the sound "D" is the

vowel "a", "i", "o" ", when pronounced with the sounds "u", the front blade of the tongue rests on the upper teeth or alveoli. When the sound "D" is pronounced with a combination of vowels ya, yo, ye, yu, the tip of the tongue is lowered, and the lower teeth of the shovel touch the tongue.

Educator: now I pronounce the sound "D", can I pronounce the sound "D" by stretching it? (No) The teacher explains the formation of the sound "D". It is noted that the sound "D" is included in the list of consonants. Children are asked about the characteristics of the sound "D" based on the following questions:

What is the sound of "D"?

Consonants are marked with what color?

"D" is a consonant sound. A consonant forms a syllable together with a vowel.

The pronunciation of the "D" sound is taught. About the appearance of the "D" sound at the beginning of a word (don, window, dutor), in the middle (O-dil, A-do-lat)), dividing words into syllables, syllables Understanding is given by separating sounds from 'in, determining where the sound "D" occurs in the word. After that, the incised letters "Dd" are placed in the letter box.

Stimulating exercises:

"Butterflies"

Content of the game: Children sit on chairs.

The teacher said to the children: "Children, look at the beautiful butterflies, blue, yellow, red!" They are like live butterflies. Let's see if they can fly. (blows them). Look, they flew away. Let's try to blow, whose one flies far?"

The teacher makes one child stand in front of each butterfly, and the children blow towards the butterfly. The game is repeated several times. In this case, it is necessary to pay attention to the correct standing of the children, that their shoulders do not rise when they breathe. Children

should blow something on an exhalation without taking in air. Lips are slightly puffy. Each child should not blow anything for more than 10 seconds (with a break in between).

The activity of the above-mentioned centers serves as a developing environment for preparing children for school education, and we considered it permissible to attach a map of school preparation for 6-7-year-old children. After all, the development map of a child of this age determines the success and efficiency of the educational process, activities in children's development centers help them to grow up mentally and physically mature in all respects in preparing them for school education, and they are loyal to national values and traditions. creates a foundation for their formation, increases their interest in the profession.

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