

Use of Modern Information Technologies in Literacy Classes

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ABSTRACT

This article discusses the advantages of information and communication technologies in the teaching process, the use of ICT in education, the process of teaching literacy in primary school, its goals and objectives, methods of teaching literacy, types of reading and writing activities, opinions were expressed on the specifics of winter and writing teaching. Here's how to put one together for use with Power Point. It is based on the pedagogical skills of the primary school teacher in the educational process.

KEYWORDS: primary education, information and communication technologies, literacy, reading and writing, preparation, alphabet.

Literacy is one of the most difficult times. In this case, the student steps on the threshold of the school, not yet ready for school. The child is first taught step by step the rules of the school, how to behave in class, how to sit at a desk, how to hold a pen, how to put a notebook on the desk. That's why literacy is the hardest part.

"Teaching in school starts with teaching elementary reading and writing. "In a short period of time, based on the alphabet, students will be taught to read and write, that is, they will be able to read and write."

Learning to read and write is based on the analytical-synthetic sound method. Students will be taught writing skills in addition to reading skills. There are 128 hours for this period, during which 4 months of elementary school literacy will be released. The literacy period can be divided into two parts.

1. Preparatory period

2. Alphabet period

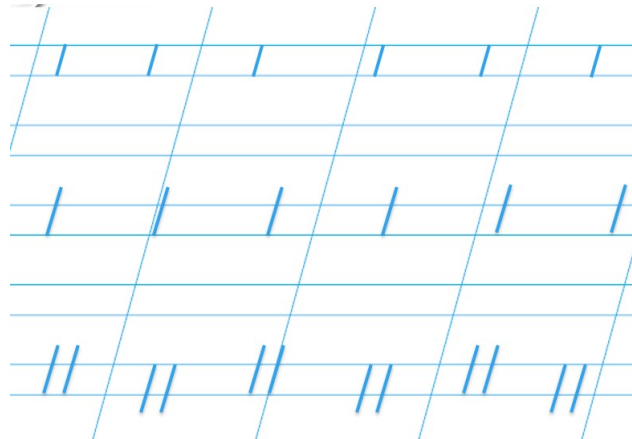
The preparation period is 8 hours, during which students are introduced to the book "Alphabet", and through various pictures in the "Alphabet" students develop speech and worldview. Develops the ability to make coherent speech. Grammatically, the number of sounds in the Uzbek language, vowels and consonants, are taught to distinguish sounds from letters.

In writing classes, students are first taught to write letter elements. Both reading and writing are very difficult for a child. Therefore, this process requires a lot of work from the student. Of course, the teacher demonstrates the spelling of the letter elements in a practical way. It is also more effective to use presentations made using various video or computer programs.

Because this is the age of information, the reader needs this kind of visual aids. An example is the following presentation prepared in Power Point.



This presentation demonstrates how to write a stick from letter elements. This allows the student to see exactly where to start and where to end the letter elements. And at the end the student is shown the full result.



Using such software tools, it is possible to create color, animated, sound images. This will make it easier, simpler, and quicker for elementary students to master the topic.

In this way, students learn to write all the letter elements.

Students will also be able to memorize the Alphabet in preparation, depending on the teacher's skills. Students will also be taught the number of vowels and consonants and their composition, as well as how to distinguish them from each other. "In order to do this, students need to be able to master the following three qualities of flour:

- a) not to be obstructed in pronunciation (oral);
- b) prolonged utterance;
- d) consists only of votes" [2,33].

The next stage is the "Alphabet" period, when students gradually become acquainted with sounds and letters. It took 120 hours. If we look at the textbook "Alphabet", the sounds and letters are arranged in a convenient order for the child to say and write. Students will first be introduced to the sound "Oo". It is not difficult for the reader to pronounce or write the sound "Oo". Because this sound consists only of sound, it can be easily pronounced. Then the sounds "Nn", "Aa" and so on are placed. Note that the Alphabet textbook first includes

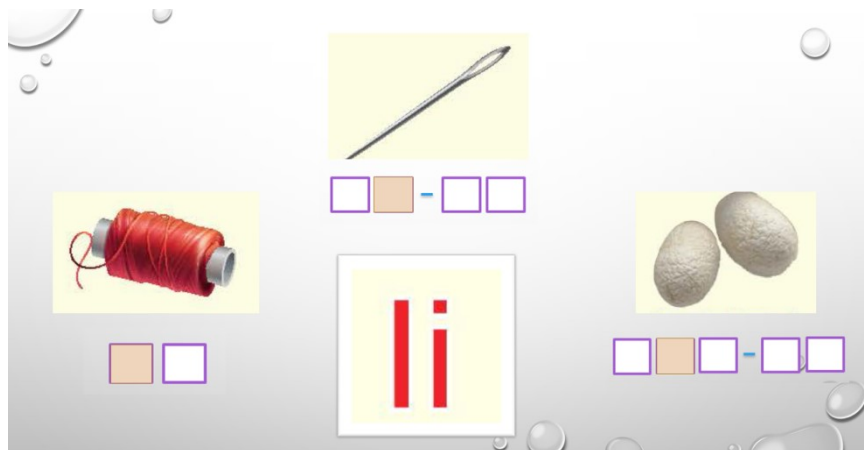
vowels, then sonorous ones, and then noisy ones.

“The alphabet can be divided into three stages according to the level of complexity of the sound and the material being studied:

- 1) vowels, vowels, sliding consonants, *o-na, a-na, il, in, bi-lan* the stage at which words in the structure are studied;
- 2) difficult to articulate *r, k, v*, such as consonants and *yo‘l-bars, do‘st, rasm* the stage at which words in a structure such as;
- 3) Repetition of learned and letter combinations *ng, sh, ch, J*, which represents 2 sounds, catch sign (‘) and *jo‘ja, jurnal, jirafa, tong, so‘ng, bodring, choynak, shudring* and the stage of learning to read such words” [2, 34].

Elementary students are first shown pictures of objects that begin with that sound. Take the sound "li", for example. To the students *ilon, it, ip, ipak* Pictures of things like The student says the names of these things. Based on the question and answer, it is determined by which letter these objects begin. Once the sound to be studied has been identified, students are given that sound at the beginning of the word (in, ilon), in the middle (nina, tilla) and finally (ninachi, ikki) will be given the task of coming. Students should also divide words into syllables and say how many syllables they have. Students will be pronounced "li". It is determined whether it is a vowel or a consonant letter. Then it works with the textbook. First of all, the student is shown in the picture at the top of the textbook (ilon) get acquainted with. Its specifics are requested and filled in by the teacher. This word is being processed. The number of syllables in each syllable is determined by how many syllables it consists of, which syllable the sound is coming from. Now it is time to get acquainted with the printed and written, bass and small forms of sound. After this process, the syllables and words are read by the teacher. Students repeat them.

After the syllables and words have been read, a picture-based conversation ensues. This process can also be organized through ICT tools. Students will be shown pictures. Students are asked what they see in the pictures. The number of syllables in a word is determined in practice by which part of the word the sound being studied comes from. If students answer the questions correctly, they will be applauded. Otherwise, "Think about it!" they get the answer. During the slide show, the sound you are learning changes to a different color. This will emphasize the sound.



Picture-based conversations can help students to be more consistent and better remember the sound they are learning.

Now it's time to talk about the text. The text is read by the teacher in syllables, and the students repeat them.

O-na, a-na ni-na

A-na



Students will be given a short question-and-answer session on the text to enhance their speech.

Ninadan biz nima uchun foydalanamiz?

Ipdan-chi?

A variety of didactic games can be used to reinforce what has been learned.

“During literacy training, there are exercises for sound analysis and synthesis of words and syllables, analysis of sounds and their articulation, diction (clear, burro speech), speech therapy. Sound work is combined with letter work, especially in synthesis techniques such as syllables and word formation; Constantly identifying the relationship between sound and letter is useful both for developing reading skills and for creating a basis for spelling literacy”[2, 40].

Analysis and synthesis exercises can include the following.

The student must first select the words from the given sentences. The words are then divided into syllables. The newly learned sound is detected in the joints. The teacher should help the student. The teacher pronounces the new sound by stretching or doubling it so that the students can identify the new sound from the given word. (oooo-na, noooooon, ttttil-la, Isssss-lom, etc.). Students will be able to easily identify which letter is underlined. Children can also be given the task of identifying a word or a sound by showing pictures. The focus is then on the content of the given words. The number of sounds in a word is asked. It is said which sounds it consists of. (For example, the word al-ma consists of two syllables, four sounds: o; l; m; a).

The following method can also be used in the introductory part of the lesson. Passed letters are replaced by new unfamiliar letters. Students are asked for each sound, and when it comes to an unfamiliar sound, the teacher says it's a new sound to learn. The shape, pronunciation, vowel or consonant is determined by the students. This method can also be done using computer programs.

Synthesis exercises are recommended for repetition and reinforcement.

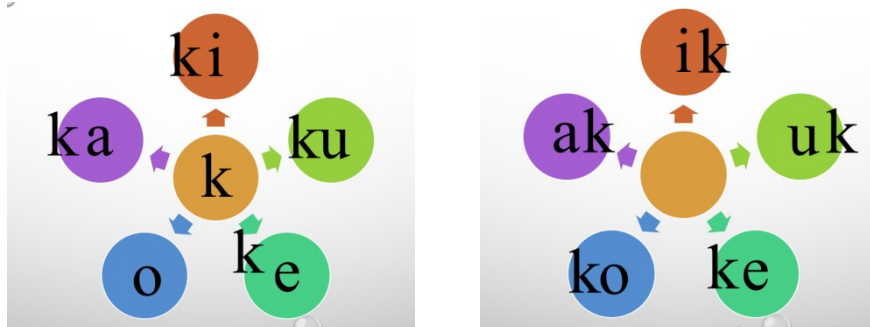
For example, you can use exercises such as cutting syllables, forming words, and creating new words by replacing letters.

“For synthesis

1. Make words and cut them into syllables using cross letters;
2. Identify the main form of the words in the new text and combine them using the cut letters;
3. Speak the given words;

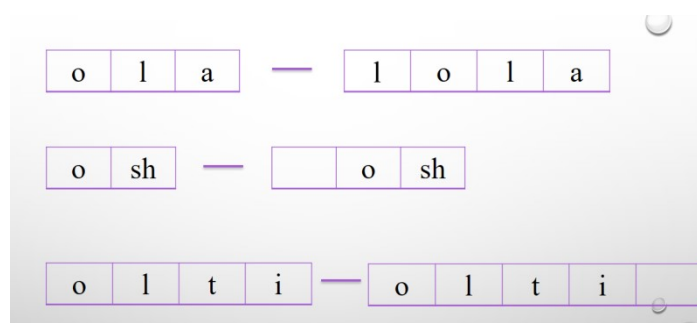
4. Create a text from given small sentences;
5. Make a speech from three or four simple words” [1, 8].

The following Power Point presentations can be used to create words from cut letters.



Through the above presentation, students will learn how to form an open syllable first and then a closed syllable from the cut letters. This process is very fun for the child.

Or students are given different words to repeat all the letters. You are asked to create new words by putting the desired sound in front of or at the end of these words. This method encourages the child to think and be resourceful. Especially when the child finds each word correctly and hears different compliments. (Barakalla, ofarin, balli)



In addition, the sounds in the word, by changing the position of the syllables (wish - key), dropping them (flower - flower), adding a new syllable (garden - gardener) can also strengthen students' knowledge.

As mentioned above, students are taught to write while reading. “According to the program, students should have the following writing skills:

1. Sit properly at the desk, place the notebook correctly, draw the lines, use the pen correctly when writing, follow the border.
2. Write all the uppercase and lowercase letters of the Uzbek alphabet on the basis of a notebook or alphabet, as well as be able to connect the letters in a word; translate printed text into written text.
3. Write the analyzed word and two or three words with the help of the teacher.
4. Copying and listening to words that do not differ in pronunciation: checking their writing by looking at the text, as well as by reading with commentary.
5. Write a sentence from an oral story” [2, 54].

The use of a variety of calligraphy exercises, didactic games, and various presentations using information and communication technologies is also effective in the writing process.

In conclusion, it should be noted that the use of information technology in education increases the effectiveness of lessons, the development of students' knowledge, skills, abilities, long-term storage of information in memory, difficulties in mastering the topics. serves to prevent them from coming. Therefore, it is important to create opportunities for educators to improve their computer literacy and work on themselves.

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