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WAYS TO ELIMINATE PHONETIC AND GRAPHIC ERRORS IN THE PROCESS OF LITERACY TEACHING

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Annotation. The article is about the methods of detecting and eliminating mistakes found in students during the period of elementary education in savod teaching, and recommendations are presented to future teachers about the state of psychological, physiological, intellectual development of the student when working with mistakes.

Keywords: Work on elementary education, shopping period, sound, letter, errors

Аннотация. Статья посвящена методам выявления и устранения ошибок, встречающихся у учащихся в период обучения грамоте начального образования, и содержит рекомендации будущим учителям с учетом состояния психологического, физиологического, интеллектуального развития учащегося при работе с ошибками.

Ключевые слова. Начальное образование, период грамотности, звук, буква, работа над ошибками

Introduction. The main goals and objectives of the State Educational Standard have been revised and improved, focusing on the quality of education and training, the content of education, learners and their level of preparation, competencies and outcomes at the level of education, the qualifications awarded, and assessment mechanisms. This is also directly reflected in the process of literacy teaching.

Literacy teaching is the most responsible period of primary education. In this process, students first become directly acquainted with writing, reading and speaking. The main goal of literacy teaching is to form correct, fast and expressive reading, as well as literate writing skills in students. However, since each child has individual developmental characteristics, various errors occur in this process. Therefore, the teacher must identify the mistakes of each student in a timely manner and work on them. Today, the introduction of a competency-based approach in the education system has further increased the demand for the quality of primary education. Especially during the period of literacy teaching, the formation of students' oral and written speech, the development of their independent thinking skills are considered an important task. Because literacy is one of the main factors determining a person's success in subsequent stages of education. Therefore, a primary school teacher acts not only as a teacher who imparts knowledge, but also as a pedagogue who manages the speech and intellectual development of students.

Timely identification and elimination of errors that occur during literacy training is of great importance for students' subsequent learning activities. Because incorrect skills formed at the initial stage can later cause serious difficulties in written and oral speech.

Analysis of relevant literature

The literacy period is the stage when a child begins to learn to read and write, and during this period the child's psychological, physiological, and intellectual development is of great importance. Many educational and psychological scientists have expressed their opinions about this period in their works. Czech educator Jan Amos Komensky in his work “Great Didactics” recommended that “Education should be appropriate to the child’s age and step by step, and that reading and writing should be taught through visual methods. In addition, the scientist advocated teaching sounds and words to children during the literacy period using images close to nature.

Uzbek educator and Jadidist Abdulla Avloni in his work “Turkish Rose or Morality” wrote: “Being enlightened is the power that moves the people forward.” He considered the development of children’s literacy, their moral and knowledgeable upbringing to be the basis of social development.

Russian educator K.D. Ushinsky emphasized the importance of the sound method in teaching literacy, showing that the child’s speech and thinking are inextricably linked. In his opinion, the student must first hear, distinguish and consciously pronounce sounds. Only then will the opportunity arise to master the letter correctly.

Also, modern pedagogical research has scientifically proven that the use of interactive methods in the process of teaching literacy increases the activity of students, strengthens their memory and attention. Psychologists note that learning is more effective for primary school children through demonstration, games and practical activities. Therefore, the use of didactic games, visual aids and phonetic exercises during the period of teaching literacy is an important methodological tool.

Results and discussion

During the period of literacy training, students often make mistakes such as misspelling letters, confusing syllables and words, leaving spaces, and not constructing sentences correctly. Such errors are called phonetic and graphic errors in the language. Phonetic errors are errors related to the incorrect pronunciation, substitution, omission, or addition of sounds in words. Such errors mainly occur as a result of the student not hearing, distinguishing, or pronouncing sounds correctly. For example, the word "maktab" can be pronounced as "matab" or the word "sinf" as "sinif".

Phonetic errors are more common during the period of literacy training in primary school, because the child has not yet fully understood the relationship between sound and letter. Graphic errors are errors related to the way letters are written, which occur when a student writes a letter incorrectly, omits its elements, or writes letters that look similar to each other. That is, a graphic error is an error related to the appearance and shape of the writing. For example, writing the letter "b" as "d", writing the letter "n" instead of "m", etc.

To eliminate these errors, it is necessary to repeatedly practice letters and syllables, use visual aids, link reading and writing, and apply an individual approach to students. First of all, we need to determine what mistakes students can make during the literacy period.

During the literacy period, we may encounter the following errors in students:

1. Incorrect pronunciation of letters. This is due to the position of the tongue, weakness of the ears, or incorrect pronunciation.

2. Changing letters: This is the case of writing similar letters in reverse order.

3. Writing words together: In this case, the student does not understand the meaning of the words and does not feel the gap between them.

4. Omitting or adding letters: This is due to the student's inattention, trying to write quickly without understanding the words.

In some cases, elementary school teachers pronounce words without following the norms of the literary language, which leads to students mishearing words. The teacher must implement correct pronunciation. For example, showing the movements of the nose, lips, and teeth one by one in pronunciation, requiring attention to their participation.

In the case of changing the letters, the reason is that the new student does not have enough knowledge, skills, and qualifications about letters and sounds. This situation is a natural situation during the period of literacy teaching and occurs in every student. For example, there is a visual perception of letters such as “b” and “d”, “p” and “q”, “n” and “m”. This process is carried out with gradual repetition and special attention. To implement this process correctly, the teacher must patiently write words containing these letters over and over again. For example, dor, bor, kulak, do‘ppi, bola, etc.

Primary school students cannot distinguish words from each other during the literacy period, the reason can be attributed to the student not having sufficient knowledge in understanding the meaning of words. This process does not end with the completion of the literacy period, it is associated with the student reading a lot to fully understand the meaning of the word. As the student's vocabulary increases, he understands the meaning of the words, feels the space between the words, and gets used to writing each word separately.

The situation of omitting or adding letters is mainly a process related to the vocabulary of students during the literacy period. The teacher can overcome this complex process with the student through various methods. That is, it is advisable to use several types of dictation. For example, using a copy dictation, it is necessary to analyze the writing of sounds and letters in the word on the board.

Conclusion.

Literacy teaching is not only a technical reading and writing, but also a process of forming the child's thinking, communication, understanding and independent thinking skills. Scientific ideas show that during this period, the individual capabilities, level of development and psychological state of the child should be taken into account. The student must consciously perceive each sound and letter he is learning. In this regard, effective results are visible thanks to the work of the primary school teacher. The primary school teacher should take an individual approach to each child in the process of working with the child during the literacy period. This is a very complex process, which involves psychological, physiological and intellectual development in both the teacher and the student. Correcting errors is not a simple correction, but a methodological activity aimed at developing speech. Therefore, the following methods are important in the process of modern literacy teaching: Analyzing the sound composition of each word, developing phonemic sensitivity in students through the formation of words from sounds.

Word or sentence analysis - allows the student to consciously understand the process of writing and reading.

Differential approach.

Exercises are selected that are appropriate for the age, psychological and speech characteristics of the student. For example, through letter-sound games, games such as "find the word", "say the

extra sound", "write correctly", the student acquires the skills of understanding and correcting errors. Reading and writing exercises are carried out in harmony with oral speech exercises - this is the most natural way to reduce errors.

During the literacy teaching period, the teacher should: view the student's mistakes from a positive analytical perspective, that is, not from the perspective of "what he does not know", but from the perspective of "what he is learning". The literacy teaching stage is an important foundation for the formation of the student's thinking, attention, and speech skills. Timely identification of the mistakes made by students and their elimination through the correct methodological approach increases the quality of education. If each mistake is seen as an opportunity for the student to develop, then as a result, solid literacy and correct writing skills are formed. Based on familiarization with all the above methods and experiences regarding working on errors, teachers emphasize one thing: addressing them systematically and diligently, and resorting to them only occasionally or when the topic is relevant, will not give the expected results. Therefore, if our teachers want to improve their students' spelling literacy, they should never tire of encouraging them to read fiction books and should consistently and diligently implement the above diverse and modern pedagogical methods in relevant lessons. Only then will our teachers be happy to see the results in their students' fluent speech and error-free writing.

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