



PSYCHOLOGICAL CHARACTERISTICS OF TEACHING LETTERS AND SOUNDS TO YOUNG CHILDREN

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Abstract

In this article, the specific aspects of the effective use of various methods and methods are expressed in the process of teaching letters and sounds to young children, taking into account their psychological characteristics.

Keywords: Method, pedagogical cooperation, letter, sound, memory, perception, thinking, intuition, information, speech, educational process.

The effectiveness of mother tongue lessons depends on the teacher's perfect knowledge of teaching methods, the ability to choose the right methods and use each of them in its place. The effectiveness of teaching "Native language and reading literacy" is closely related to "Alphabet" lessons. Undoubtedly, it is necessary to take into account the psychological characteristics and learning opportunities of students, to correctly determine the system and methods of tasks that are in accordance with the content and purpose of mother tongue education, to establish pedagogical cooperation between the teacher and the student, such as the appropriate selection of tools used in the lesson are all related to ensuring effectiveness.

Based on educational methods, he classifies student activity as follows:

1. Method of conscious observation and storage in memory
2. The method of research and drawing conclusions with the help of reference assignments
3. Purposeful method of creative activity aimed at solving the problem
4. The method of discovery through independent and creative research

The following recommendations are based on the above educational methods, which are effective in the process of teaching literacy to children of primary school age.

Usually, in the process of teaching letters, teachers hang a picture of a letter printed on paper on the board as an exhibition and pronounce the sound that represents this letter, practice finding words that begin with this sound. It seems easy at the initial stage of letter learning, but as new letters increase, the process of remembering the letter becomes somewhat difficult for the student. Even after finishing the alphabet book, students face difficulties in memorizing the shape of letters while reading and writing. Effective methods are recommended for the solution of several problems mentioned above. The main source of all our knowledge is intuition. Perception of newly learned knowledge through



sensory organs accelerates the process of turning knowledge into skills and competences. The sense of hearing consists of hearing sounds, and reflects musical and noisy sounds. Hearing is important for humans because the acquisition of speech depends on the ability to hear and distinguish between sounds. A person can easily distinguish the sounds of his native language from each other and pronounce them correctly because he is used to hearing them from a young age. Learning a foreign language becomes more difficult when you grow up because you don't learn the sounds of a language except by listening to it. So, the long-term memory of what you hear and see lays the groundwork for solid knowledge.

1. Before teaching the student a new letter, the following questions can be asked. For example:

- What sound do you make when the dentist is examining your teeth? (a-a-a)
- What sound do you say when you are very surprised by something? (i-i-i)
- Which sound do you pronounce more when you are very cold? (u-u-u)
- On the table is a very sweet cake made by your mother... (m-m-m)
- What sound do bees make? (z-z-z)

After being asked these questions, they involuntarily stretch out the sounds. The teacher, as an example, correctly pronounces that sound, shows which speech sounds are involved, and then the same process is practically repeated with the students. Through this method, students easily learn the place where letters are formed, and the ability to distinguish between vowels and consonants is formed.

After that, the teacher says: "Would you like to see the written symbol of the sound we pronounced now?" He shows the printed and written forms of the letter representing this sound, and explains the differences between printed and written letters. Why should a child first hear a sound and then see the shape of a letter? The reason is that the child has used these sounds many times in his speech, and now being able to see the sign of these sounds with his own eyes will be a new discovery for him. That is why it attracts his attention, and because all his attention is focused on this form, it remains in his memory more.

Everything that a person perceives and stores in his memory must have a certain essence, otherwise he will not remember the received information, so do not focus on such information next time. In most cases, students of grades 1-2 try to pronounce the word aloud while writing dictation, analyze the sound in their mind and make it into a printed letter, then convert the printed letter into a written form and write it, that is, three complex processes are carried out. increases:

- pronunciation,
- convert sound to letter
- write the letter by remembering the written form

Some young children remember little of what they see, hear and feel. Retrieving and retrieving stored information from memory is an important problem for them.

2. In addition to hearing and seeing, the result of the activities that the student has tried in practice will give good results. For example, if the child is given the task of making a printed form of the studied letter from paper, a piece of wire, a lego toy, plasticine, the child will easily master the form of the letter. Or a creative teacher can take a creative approach to it. The printed form of each letter was drawn and



cut on A4 paper in the form of a road. With the help of a toy car or a pencil, the child can move his hand in the direction of this letter and hold the letter with his hand.

Through this, hand motor skills are developed, the letter is perceived through the nerve fibers located at the tip of the hand, and an image of this shape is formed in the imagination. Imagination is closely related to thinking.

3. Memory is an active process, it remembers 10% of the information heard, 50% of the information heard and seen, and 90% of the work it actively performed.

Thinking is a generalized feeling of existence. Cognitive activity begins with perception and perception and moves to thinking. Through comparison, which is a component of the thinking process, it is possible to mentally compare the studied concept with objects and their characteristics, to find common and different aspects. If students practice comparisons a lot during the learning process, it is possible to observe an increase in their reasoning ability. For example, what does the letter O look like? A hole is a circle, a ring, a circle, a ring, etc. Pupils are given the opportunity to say what comes up in their imaginations, because they will remember their imaginations more. The teacher asked, "Why did you make this letter look like this?" can further develop students' imagination and speech through the question. In this process, he said to the inimitable letters, "Let's try to make this letter shape with our own body?" as an example, he himself shows the first practical example. While standing, the teacher raises only his left hand in an oblique position, pushes his left foot to the palm of his hand. "Who am I, what letter do I look like?" Students will answer "K" in turn. They really like this method. Then he takes 2-3 students in the class who have difficulty knowing this letter to the blackboard and asks them to stand like the letter "k". This will be a very interesting game for all students. In this way, everyone will practice the shape of the letter themselves. Even 2-3 students can participate to make some letter shape. In conclusion, it is possible to take into account mental processes such as attention, intuition, perception, memory, thinking, and imagination, based on the psychology of young children, and thus turn the period of teaching literacy into an interesting activity. This will help to develop the reading and writing skills of elementary school students, and increase the level of literacy.

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Academia Globe: Inderscience Research

ISSN: 2776-1010 Volume 4, Issue 4, April, 2023

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