

METHODOLOGY OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN DEVELOPING STUDENTS' READING AND WRITING SKILLS DURING LITERACY TEACHING

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Abstract

This article discusses the theoretical foundations, methodological capabilities and pedagogical effectiveness of using information and communication technologies (ICT) in the formation and development of students' reading and writing skills at the literacy stage of primary education. The study substantiated that the use of ICT tools has a positive effect on students' phonemic hearing, letter-sound analysis, reading speed and writing accuracy. Also, a methodology for using electronic resources, interactive exercises and digital learning platforms adapted to the literacy teaching process has been developed.

Keywords

literacy teaching, primary education, reading and writing skills, information and communication technologies, interactive learning, digital pedagogy.

In today's globalization and digital transformation, the introduction of information and communication technologies in all parts of the education system has become an important pedagogical necessity. Especially during the most important stage of primary education, the use of ICT tools in the formation of students' reading and writing skills is one of the important factors in increasing educational efficiency.

The literacy period serves as the foundation for students' further educational activities. During this period, students develop important competencies such as understanding letter-sound relationships, reading syllables and rhymes, writing correctly, and developing speech culture. Along with traditional methods, the use of modern ICT tools increases students' interest in knowledge, provides an individual approach, and makes the educational process visual and interactive.

Literacy is the process of teaching students to read and write, which is based on psychological, linguistic, and pedagogical laws. In this process, the child's age characteristics, speed of perception, memory and level of thinking are of great importance.

Pedagogical research emphasizes that the process of teaching literacy includes the following stages.

Stages	Purpose	content
preparatory stage	developing the ability to perceive and understand speech, forming phonemic hearing, enriching oral speech; developing fine motor skills and hand-eye coordination necessary for writing, creating positive motivation for reading and writing.	The preparatory stage of the literacy teaching process is an important pedagogical stage that serves to thoroughly prepare primary school students for reading and writing.
alphabet era	It consists of differentiating and connecting	The alphabetic stage of the literacy teaching process is

	sounds and letters, forming the ability to read syllabically and rhythmically, developing the basic skills of written speech, and establishing a conscious attitude to the reading and writing process.	the main and most important stage after the preparatory stage.
post-alphabet era	<p>to develop reading and independent writing skills, to develop students' ability to understand and analyze the text;</p> <p>to encourage independent thinking and a creative approach in the reading and writing process,</p> <p>to strengthen students' interest and motivation for reading</p>	The post-alphabet period is the stage where students master basic letter-sound relationships and develop reading and independent writing skills.

At each stage, various methods and tools are used to develop reading and writing skills. ICT tools serve to effectively perform didactic tasks at each of these stages.

Information and communication technologies have the following pedagogical capabilities in the educational process: presenting educational material in visual and audio form, organizing independent and individual activities of students, providing prompt control and feedback, and organizing reading and writing exercises interactively.

ICT tools used in the process of teaching literacy include multimedia presentations, interactive whiteboards, electronic textbooks, mobile applications and educational programs, audio and video materials.

These tools help students correctly perceive letters and sounds, differentiate them and strengthen them.

The development of reading skills using ICT is carried out in the following methodological directions. The development of phonemic hearing involves the organization of exercises in hearing, distinguishing and repeating sounds through audio materials. This creates the basis for students' correct pronunciation and conscious reading.

Interactive exercises based on letter-sound analysis are performed using multimedia programs to match letters to sounds, form syllables, and read words.

Animated texts to increase reading speed and expressiveness, audio-accompanied reading exercises develop students' reading skills and expressiveness.

ICT creates the following opportunities in the development of writing skills: step-by-step study of letter elements, control of writing accuracy and correctness, and development of motor movements.

With the help of graphic tablets, interactive exercises, and animated writing samples, students master writing techniques more easily.

In conclusion, it was found that the use of information and communication technologies during literacy teaching has high pedagogical effectiveness in developing students' reading and writing skills. ICT-based methodology serves to individualize, visualize, and interactively organize the educational process.

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