

THE PHONICS METHOD OF TEACHING READING.

Juraeva Iroda Khusniddin qizi

*English Teaching Methodology and Educational Technologies Department,
Uzbek State World Languages University*

Abstract: from this article we discuss phonic (phonetic) method. This method is based on the alphabetical principle. It is based on teaching the pronunciation of letters and sounds (phonetics), and when the child accumulates sufficient knowledge, he moves on to syllables, and then to whole words.

Keywords: sounds, phonetics, synthetic phonics approaches, phonic elements.

Phonics includes coordinating the sounds of talked English with person letters or bunches of letters. For illustration, the sound k can be spelled as c, k, ck or ch. Educating children to mix the sounds of letters together makes a difference them interpret new or obscure words by sounding them out.

This table depicts several different types of phonics instructional approaches that vary according to the unit of analysis or how letter-sound combinations are represented to the student. For example, in synthetic phonics approaches, students are taught to link an individual letter or letter combination with its appropriate sound and then blend the sounds to form words. In analytic phonics, students are first taught whole word units followed by systematic instruction linking the specific letters in the word with their respective sounds.

Phonics instruction can also vary with respect to the explicitness by which the phonic elements are taught and practiced in the reading of text. For example, many synthetic phonics approaches use direct instruction in teaching phonics components and provide opportunities for applying these skills in decodable text formats characterized by a controlled vocabulary. On the other hand, embedded phonics approaches are typically less explicit and use decodable text for practice less frequently, although the phonics concepts to be learned can still be presented systematically. The meta-analysis uncovered that orderly phonics instruction produces critical benefits for understudies in kindergarten through 6th review and for children having trouble learning to examined. The capacity to studied and spell words was upgraded in kindergartners who gotten efficient starting phonics instruction. To begin with graders who were instructed phonics methodically were way better able to translate and spell, and they appeared critical change in their capacity to comprehend content. More seasoned children getting phonics instruction were way better able to translate and spell words and to examined content orally, but their comprehension of content was not altogether progressed.

Precise engineered phonics instruction (see table for definition) had a positive and noteworthy impact on impaired readers' perusing aptitudes. These children
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progressed considerably in their capacity to perused words and appeared critical, yet little, picks up in their capacity to prepare content as a result of precise engineered phonics instruction. This sort of phonics instruction benefits both understudies with learning incapacities and low-achieving understudies who are not debilitated. Additionally, efficient manufactured phonics instruction was essentially more successful in making strides moo financial status (SES) children's alphabetic information and word perusing abilities than guidelines approaches that were less centered on these starting perusing aptitudes.

Overall review levels, precise phonics instruction moved forward the capacity of great perusers to spell. The affect was most grounded for kindergartners and diminished in afterward grades. For destitute perusers, the effect of phonics instruction on spelling was little, maybe reflecting the steady finding that crippled perusers have inconvenience learning to spell.

In spite of the fact that routine intelligence has proposed that kindergarten understudies might not be prepared for phonics instruction, this presumption was not bolstered by the information. The impacts of orderly early phonics instruction were critical and significant in kindergarten and the 1st review, demonstrating that precise phonics programs ought to be executed at those age and review levels.

The NRP investigation shown that efficient phonics instruction is prepared for usage within the classroom. Discoveries of the Board with respect to the viability of express, efficient phonics instruction were inferred from ponders conducted in numerous classrooms with normal classroom instructors and normal American or English-speaking understudies from a assortment of foundations and financial levels.

Hence, the comes about of the investigation are characteristic of what can be finished when unequivocal, efficient phonics programs are actualized in today's classrooms. Efficient phonics instruction has been utilized broadly over a long period of time with positive comes about, and a assortment of orderly phonics programs have demonstrated compelling with children of diverse ages, capacities, and financial foundations.

Phonics could be a strategy of instructing perusing in which you instruct understudies the letters of the letter set and their sounds to begin with. Another, children are taught to blend the sounds phonetically to make words, and after that to normally construct lexicon, and increment familiarity and comprehension. Children can start perusing inside three to six months utilizing the phonics strategy. The manufactured phonics strategy starts by instructing children the 40 sounds of the letter set as contradicted to fair the letters of the letter set. Once those sounds are instructed, the children learn sound mixes and after that move into shaping words.

One of the reactions of manufactured phonics is that the word records can make the perusing restricted and boring for the child. Manufactured phonics can be combined with the total word, moreover known as the locate word strategy of instruction to move the child into more curiously perusing more rapidly.

Utilizing the explanatory phonics strategy, children analyze letter-sound connections in words. This strategy varies from the manufactured strategy because it does not center on person letters and sound connections. The explanatory strategy centers on learning the onset, or sounds made some time recently the primary vowel and the rime, or sound that takes after. For illustration, within the word cat, the "c" sound is the onset and "at" is the rime, shaping the word cat. The analytic phonics strategy requires children to be able to say the onset, say the rime, and after that be able to mix the two to create the word.

The strategy of analogy-based phonics permits children to memorize to utilize parts of word families to interpret words they do not know by recognizing the parts of the words that are comparable to words that are commonplace. For case, the child may utilize their foundation of knowing the word green to studied the word screen. In the implanted phonics strategy, children get express instruction on the letter-sound connections whereas perusing print media. Locate word perusing is utilized to instruct the letter-sound relationship. This approach can be through unequivocal or not unequivocal, depending on whether the letter-sounds arrangement is prescribed. This strategy instructs the children to sound out the word. The child will distinguish the sound of the onset, or letters some time recently the primary vowel in a one syllable word, and after that the sound rime, or the remaining portion of the word. At that point, the child will mix the two to form the word.

These truths and discoveries give focalizing prove that unequivocal, precise phonics instruction could be a profitable and basic portion of a effective classroom reading program. Be that as it may, there's a have to be cautious in giving a cover support of all kinds of phonics instruction.

It is imperative to recognize that the objectives of phonics instruction are to supply children with key information and skills and to guarantee that they know how to apply that knowledge in their perusing and composing. In other words, phonics teaching may be a implies to a conclusion.

To be able to create utilize of letter-sound data, children require phonemic mindfulness. That's, they got to be able to mix sounds together to translate words, and they have to be break talked words into their constituent sounds to type in words. Programs that center as well much on the instructing of letter-sound relations and not sufficient on putting them to utilize are improbable to be exceptionally successful.

In actualizing efficient phonics instruction, educators must keep the conclusion in intellect and guarantee that children get it the reason of learning letter sounds which they are able to apply these aptitudes precisely and easily in their everyday perusing and composing exercises.

In expansion, it isn't clear how numerous months or a long time a phonics program ought to proceed. On the off chance that phonics has been methodically instructed in kindergarten and 1st review, ought to it proceed to be emphasized in 2nd review and past? How long ought to single instruction sessions final? How much ground ought to be secured in a program? Particularly, how numerous letter-sound relations ought to be instructed, and how numerous diverse ways of utilizing these relations to perused and compose words ought to be practiced for the benefits of phonics to be maximized? These questions stay for future inquire about.

Another vital region is the part of the instructor. A few phonics programs appearing expansive impact sizes require instructors to take after a set of particular enlightening given by the distributor; whereas this may standardize the directions grouping, it too may diminish educator intrigued and inspiration.

In this way, one concern is how to preserve consistency of instruction whereas still empowering the one-of-a-kind commitments of instructors. Other programs require a modern information of spelling, basic phonetics, or word historical underpinnings. In see of the prove appearing the adequacy of precise phonics instruction, it is imperative to guarantee that the issue of how best to get ready instructors to carry out this instructing successfully and imaginatively is given tall need.

Knowing that all phonics programs are not the same brings with it the suggestion that instructors must themselves be taught around how to assess diverse programs to decide which ones are based on solid prove and how they can most viably utilize these programs in their possess classrooms. It is subsequently imperative that instructors be given with evidence-based preservice training and progressing Inservice preparing to choose (or develop) and execute the most appropriate phonics instruction successfully.

A common address with any guidelines program is whether "one estimate fits all." Instructors may be able to use a specific program within the classroom but may discover that it suits a few understudies superior than others. At all review levels, but especially in kindergarten and the early grades, children are known to differ significantly in the skills they bring to school. A few children will as of now know letter-sound correspondences, and some will indeed be able to translate words, whereas others will have little or no letter information.

Instructors ought to be able to evaluate the needs of the person understudies and tailor instruction to meet particular needs. Be that as it may, it is more common for

phonics programs to display a settled arrangement of lessons planned from the starting to the end of the school year. In light of this, instructors have to be adaptable in their phonics instruction in arrange to adapt it to individual student needs.

Children who have as of now created phonics abilities and can apply them fittingly within the reading prepare don't require the same level and intensity of phonics instruction given to children at the introductory stages of perusing securing. In this way, it'll too be basic to decide equitably the ways in which efficient phonics instruction can be ideally consolidated and coordinates in total and adjusted programs of perusing instruction. Portion of this exertion ought to be coordinated at preservice and inservice instruction to supply instructors with decision-making systems to direct their determination, integration, and usage of phonics instruction inside a total perusing program.

Instructors must get it that systematic phonics instruction is as it were one component – yet a essential component – of a add up to perusing program; efficient phonics instruction ought to be coordinates with other perusing instruction in phonemic mindfulness, familiarity, and comprehension methodologies to form a total perusing program.

Whereas most instructors and instructive decision-makers recognize this, there may be a inclination in a few classrooms, especially in 1st review, to permit phonics to ended up the prevailing component, not as it were within the time committed to it, but moreover within the centrality joined. It is critical not to judge children's perusing competence exclusively on the premise of their phonics abilities and not to debase their intrigued in books since they cannot translate with total exactness. It is additionally basic for instructors to understand that precise phonics instruction can be given in an engaging, dynamic, and imaginative way.

Efficient phonics instruction is planned to extend exactness in translating and word acknowledgment aptitudes, which in turn encourage comprehension. In any case, it is once more imperative to note that familiar and programmed application of phonics abilities to content is another basic expertise that must be instructed and learned to maximize verbal perusing and perusing comprehension. This issue once more underscores the require for instructors to get it that whereas phonics aptitudes are essential in order to learn to studied, they are not adequate in their possess right. Phonics skills must be integrated with the advancement of phonemic mindfulness, familiarity, and content perusing comprehension abilities.

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