

**THE IMPORTANCE OF A DEVELOPMENTAL ENVIRONMENT IN
ORGANIZING LITERACY TRAINING IN PRESCHOOL
EDUCATIONAL INSTITUTIONS**

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Abstract

This article highlights the importance of a developmental environment in organizing literacy training in preschool educational institutions. It also demonstrates ways to effectively organize the process through a practical exercise example.

Keywords: Literacy training, developmental environment, speech development, didactic games, letter, sound, preschool education.

Introduction

The preschool age period is an important stage in the formation of the child as a speech, thinking and personality. Literacy training, on the other hand, is a key component of this process and prepares the child for school education. The role of the developmental environment in effectively organizing this process is invaluable. During the process of teaching literacy, children develop the skills of distinguishing sounds, recognizing letters, reading syllables, and forming simple words. Exhibitionism, game techniques and active participation are important in this process. The importance of the developing environment in MTT is very incomparable because in this environment a boal personality is formed.

The developing environment is a pedagogical setting, organized in accordance with the interests and needs of children. It supports the independent activities of children and increases their motivation to acquire knowledge.

The developmental environment is important for the following reasons: - it arouses interest in children, develops speech, forms independent thinking, and develops creativity. Psychologists and pedagogues (L.S.Vygotsky, D.B. Elkonin) believes that the environment is a decisive factor in the development of a child.

The developmental environment encourages the child to act, stimulates his interest, and develops his independent thinking.

The developmental environment creates the following opportunities: increases interest in knowledge, supports independent learning, develops speech, and forms creativity. One of the main areas of state requirements for the development of children of the early and preschool age of the Republic of Uzbekistan is “speech, communication, reading and writing skills”, which consists of the following sub-areas: speech and language, reading skills, small motor skills of the fingers of the hands. To accomplish the goals and objectives of these sub-fields, a total of 72 activities are planned for literate training preparatory groups during the academic year, of which 36 are designed to grow children's oral speech, 3-6 are designed to teach literacy, with a duration of 25-30 minutes. On February 4, 2022, the state educational program “first step” (improved second edition) was released for preschool educational organizations of the Republic of Uzbekistan in order to improve children's literacy and qualitatively prepare them for school, and according to it, teaching literacy even in preschool senior age groups, one session per week was planned during the school year, that is, a total of 36.

The main goal and objective is to organize and implement the educational and upbringing process of preschool children; to qualitatively prepare students for school education.

Based on the above, the methodology for teaching literacy in order to ensure compatibility with a 5-year-old child, the mandatory composition of preparations for increasing literacy of children of a preschool older age group included: identifying and studying the shortcomings of children 5-6 years old in speech and phonemic hearing, analyzing them, Improving the qualifications of teachers in preschool educational institutions and checking the level of use of the established program and manuals, The formation of phonemic hearing skills in children includes the sound system, their analysis, teaching the structural elements of various sound combinations, teaching children the skills of vocabulary, vocabulary, sentence and its oral composition, sentence division into words and sentence formation from words (2-4), word division into syllables (from 2-3 syllables) and word formation from syllables, familiarization with the sound structure of words, Below are some key areas of literacy instruction for preschoolers:

Interactive communication with children - Teaching children correct pronunciation, explaining new words and their meanings. Help children remember and use words through many games and exercises. Expand children's vocabulary through poems, stories, and songs.

Developing phonological awareness - Teaching children to recognize sounds and their differences. For example, teaching them to distinguish between consonants and vowels. Develop hearing and speech in children through short and long words, sounds, and their variations. Introducing words and sounds - Introducing sounds and organizing words that are not difficult to read.

Working with sounds, preventing them from being mispronounced, teaching them to combine sounds. The use of picture cards, tables and other visual materials. Preparing for reading and writing - Performing reading exercises with children at the initial stage of reading. Familiarizing with sounds, teaching them to pronounce them correctly, and reading simple words.

Preparing for writing: filling in blanks, writing sounds, and practicing writing words correctly. Teaching literacy through fairy tales and stories - Communicating with children through fairy tales, stories, and dramatizations, explaining to them the fun aspects of reading. Briefly reading fairy tales and giving children new concepts through words.

1. Introduction to the fairy tale.
2. Mastering special means of literary and speech activity; familiarizing children with artistic means of expression, developing the sound side of speech, vocabulary, grammatical structure, connection, and expressive speech. These areas include the following types of work:
 - a) identifying epithets and comparisons in literary works and using them to describe objects, listen to fairy tales, and retell them;
 - b) description of the objects that shows their visual characteristics: color, shape, size, material; and invisible - sad, cheerful, etc.
 - c) teach children to create complete and expressive answers to questions about the content of reading; describe the heroes of pictures, toys, fairy tales on educator issues, as well as give children expressive reading of poems, games — drama-tracing to works of children's literature with individual roles that require intonational and mimic expression.
 - d) special games and exercises on the use of synonyms and antonyms.

Use of educational materials Specialized teaching materials, books, and interactive games are used in literacy training. Colorful and engaging cards, books, magazines, and manuals designed for children make the learning process more effective. Using picture books, children can learn new words and prepare themselves to read the text by reading the picture and understanding the image. Turning skills into a game is turning the processes of Reading and writing into a game. For example, playing a game of finding sounds or words with children, through which to increase their interest in reading and writing.

Games: "Guess What You Heard". Listen carefully with children to the sound of water, the rustling of newspapers, the clinking of spoons, the creaking of doors, and other group sounds. Invite the child to close his eyes and guess what he is hearing right now.

"Noisy bags" game. In this game, put cereals, buttons, and paper clips in bags with the children. The child must guess what is inside the bag by the sound of the bag being moved.

"Magic Wand" game. Take a pen or any stick and tap it on various objects in the house. The magic wand makes a sound when placed on a vase, table, wall, bowl, etc. Then complicate the task - have the child close his eyes and guess which object was heard.

"Hide and Seek" Game. The child's eyes are blindfolded and he tries to guess where the other children are by the sound of a bell or whistle.

"Clapping" Game. The child repeats the rhythmic pattern of clapping. For example: two claps, pause, one clap, pause, two claps. In the complex version, children repeat the rhythm with their eyes closed.

The game "find a couple". For the game, you need boxes of the same size, but the contents inside them should be different, for example: cereals, pasta, small metal and plastic objects. The child searches for boxes of the same sound without opening them; by listening to the sound.

Examples of literacy training sessions Lesson

1: The sound "A" Goal: to pronounce the sound correctly. Process: picture, game, repetition. Result: children distinguish sounds. Exercise

2: Making words from syllables Goal: combining syllables. Process: working with cards. Result: independent word formation. Exercise

3: "Find and Say" Purpose: Enrich vocabulary. Result: Speech activity increases. Exercise

4: Storytelling based on a picture Goal: connected speech. Result: coherent thinking develops.

5: "Find the Letter" Goal: Strengthen letters. Result: Develops attention and memory.

Considering the individual needs of children Teaching literacy by taking into account each child's developmental level, interests, and learning styles. Some children can learn much faster, while others may need more time and help. Therefore, the study process requires an individual approach.

It is important to communicate effectively with parents and help them teach their children to read and write at home. It is important to involve them in the reading process. Provide parents with recommendations on how to conduct reading exercises with their children.

Conclusion

Teaching literacy to preschool children is a process that requires flexible, creative, and effective methods. Through the "First Step" program, children's interest in reading and writing can be increased, language can be used correctly, and logical thinking can be developed. Organizing this process in an interactive, game-based, and tailored to the child's interest's way ensures their success in learning. It is recommended to widely use game methods in training, ensure an individual approach, use visual aids, and create a favorable psychological environment.

A developmental environment is an important factor that increases the effectiveness of the literacy process in preschool education. A properly organized environment ensures the intellectual and speech development of children.

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