

The Role of the Analytical-Synthetic Sound Method in Teaching Literacy

Mukimjonova Nilufarkhon Ikromjon kizi

2nd year student of the Primary Education department of Kokand University

Abdupattayev Gulomjon Gafurjon oglu

Teacher of the Department of Pedagogy and Psychology

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Abstract: This article analyzes the advantages, historical foundations, and practical application of the analytic-synthetic phonics method in teaching literacy at the primary school level, within the context of educational reforms in Uzbekistan. The study highlights practical challenges and offers solutions for improving teaching practices.

Keys words: primary education, literacy instruction, analytic-synthetic method, student engagement, differentiated approach, methodology.

Today, fundamental reforms are being implemented in the education system of the Republic of Uzbekistan. In particular, the attention paid to the primary education stage has become one of the priority areas of state policy. Primary education is an important foundation in the formation of a child's personality, and his success in subsequent educational processes depends on the knowledge, skills and upbringing acquired at this stage. Therefore, consistent measures are being taken in such areas as improving the quality of education, improving the educational process, stimulating the activities of teachers, and modernizing methodological approaches. In particular, the adoption of the Presidential Decree "On radically improving the system of general secondary, secondary specialized and vocational education" has strengthened the legal basis for reforms at this stage. At the heart of these reforms are such urgent tasks as improving the quality and efficiency of the educational process, widely introducing advanced pedagogical methods, and providing modern textbooks. This requires further strengthening literacy teaching methods in primary grades, in particular, the analytical-synthetic sound method.

It is no exaggeration to say that teaching literacy in primary grades is not only teaching letters and words, but also the most important and fundamental process. As is known, the foundation is the key to the strength of any building. Just as the primary grade is the foundation of a school, the foundation of the knowledge acquired in this primary grade is the process of teaching literacy. Therefore, it is important and relevant to attach great importance to the process of teaching literacy. In this regard, the analytical-synthetic sound method in the process of teaching literacy is distinguished from other methods by its scientific basis, gradualness, and features that direct the student to active thinking. By using this method in lessons, students develop skills such as speech activity, independent thinking, memorization, and analysis of the text they read.

From historical sources and Sadriddin Aini's story "The Old School" we know that in old schools reading and writing were not taught at the same time. Initially, only reading was taught, and it was done

using the hijja (syllable) method. The method of teaching reading, called "ancient hijja", continued for a long time without any changes. This brought a number of difficulties to the student.

In reading a word using the hijo method, the first consonant in the word, then the second consonant, was first named, and the necessary action was applied to it to form a hijo. In the same way, the next letters were also named, and the hijos were joined together to form the word as a whole. In reading a word using the hijo method, the name of the letter that represents this sound was not taken as the basis. No work was done to analyze the word in terms of sound, the joining of sounds was not understandable to the children, and the children did not understand at all that each letter in the word represented a specific sound. Teaching reading using the hijo method was, firstly, mechanical, forcing the child to say the same thing over and over again, and secondly, the child did not understand the meaning of the word he was saying, but repeated what he heard from the teacher.¹

The Russian-language schools opened in Turkestan played a certain positive role in teaching literacy. The method of teaching Uzbek alphabet and literacy in Uzbek classes of Russian-language schools was gradually reformed starting in 1900: the hijo method was switched to the sound method. Since the 1900s, leading teachers of Uzbek classes of Russian-language schools began to use the Tatar alphabet, which was created based on the sound method. The language and content of this book were not suitable for Uzbek classes. In 1902, Saidrasul Saidazizov's native alphabet, "Ustodi avval," was published, which was created in accordance with the requirements of the sound method. After the publication of "Ustodi avval," a new era in teaching Uzbek alphabet and literacy began. The sound method was completely different from the old method of teaching literacy, making teaching easier, transforming education into one that the child understands and comprehends, that is, into active learning.²

Since the end of the 19th century, Jadids in Central Asia have been teaching literacy using the sound method. Thus, the sound method in Central Asia has gradually replaced the hijo method. As we all know, the foundation for teaching literacy using the sound method was laid in Russia by K.D. Ushinsky.

In teaching literacy based on the sound method, the smallest part of the word is taken as the basis - that is, the sounds of speech. Students are explained that although each sound does not have a separate meaning, a completely new word can appear by changing, adding or subtracting sounds in a word. Each sound is represented in writing by a special symbol - a letter. Through this, children understand the sound-letter relationship, the structure of words through sounds. In recent years, the sound method has been widely used in teaching literacy. In this regard, well-known methodologists - S.P. Redazubov, A.I. Voskresenskaya, K. Qosimova, Y. Abdullayev, O. Sharafiddinov, and others have conducted important scientific and practical work to further improve this method and make it understandable to students.

Despite such reforms and scientific and practical work, the analytical-synthetic sound method is the main method for teaching literacy in primary grades, but in practice there are problems in its correct and systematic application.

- some teachers limit this method to only distinguishing sounds and writing letters;
- insufficient attention is paid to the student's ability to form logical connections such as sound-letter analysis, articulation, and word formation;
- teachers' tendency to uniformity and standardization in the use of analytical and synthetic exercises.

We will provide solutions to these problems as follows:

1. Develop an updated version of the methodology, that is, enrich the analysis of letters and sounds with visual, audio and kinesthetic methods. In today's age of information technology, students learn better not only through hearing, but also through sight (visual), hearing (audio) and movement (kinesthetic). For

¹ Qosimova K., Matchonov S., Gulomova H., Yuldosheva Sh., Sariyev Sh. Methodology of teaching the native language. – T.: Bayoz, 2022 25-p.

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example, movement games with letter cards strengthen children's ability to recognize letters and distinguish sounds. Interactive programs, by showing letter-sound correspondence visually and audibly, increase children's interest and create a basis for the formation of knowledge with the participation of more sensory organs. This proves the need to update the methodology in accordance with modern requirements.

2. Provide variety in exercises, give reinforcing creative tasks after analytical exercises. The same, standard exercises weaken the child's interest in reading and writing. Therefore, by enriching the forms of exercises in each lesson - for example, through creative tasks such as "making a new word from a word", "building a sentence from sounds", "creating a text from syllables", the student learns to understand logical connections and express his thoughts independently. This approach develops not only knowledge, but also thinking, speech, and expression skills.

3. Taking into account the individual characteristics of the student. Each child has his own learning style: some remember better through hearing, some through images, and some through movement. Therefore, if the teacher determines the level of hearing, imagination and vocabulary of each child and selects appropriate tasks, this will increase the sense of success in students and increase their enthusiasm for the lesson. Such an approach is consistent with the principles of differentiated education, and as a result, each child develops at the level of his or her own potential.

The reforms being carried out in the education system of the Republic of Uzbekistan, especially the attention paid to the primary education stage, further strengthen the need to modernize the methodology of teaching literacy. The process of teaching literacy is the first and most important stage in children's acquisition of knowledge, and the strength of this foundation directly affects subsequent educational achievements. In particular, the advantages of the analytical-synthetic sound method - gradualness, orientation to thinking, the possibility of a deep understanding of the sound-letter relationship - make it an effective method. However, in practice, there are certain shortcomings in the use of this method - uniformity in exercises, methodological limitations, lack of a differentiated approach. Therefore, it is necessary to enrich the methodology with modern technologies, diversify exercises, and take into account the individual learning characteristics of each student. Only then will the process of teaching literacy through the analytical-synthetic sound method become more effective, interesting, and conducive to the development of the student's personality.

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