

TEACHING THE ENGLISH ALPHABET TO VERY YOUNG LEARNERS IN PRE-SCHOOL INSTITUTIONS

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I. Abstract

Reading or writing is the literacy skills that every one should learn and there are enough conditions for it. Teaching reading and writing is not a simple work to be done by teachers. While, it is preferred to teach reading and writing from the youngest ages of children. This study reviews the teaching methods and their efficiency in teaching the Alphabet to very young learners from 3-5 years old. As earlier a child learns to read, the faster he will acquire other significant skills in the language proficiency.

Keywords; alphabet, very young learners, letter name, letter sound, letter form, recognition of a letter, ЕАК.

II. Introduction

Learning the alphabet is one of the fundamental things in starting the learning activity. The earlier children start to learn the letters, the better they learn to read and achieve success in their life. Teaching preschoolers the Alphabet from 3-4 years can be challenging because of their concentration and age characters, however starting in this age may help them to encourage learning process and motivate them in further life in the primary and secondary schools.

Knowing the letter, sound, its written and spoken version is the knowledge of the alphabet. Learning the alphabet is one of the most fundamental abilities needed for pupils to learn how to read and is a critical part of emerging literacy. Many children know the ABC song and like to sing it, although they do not know the symbol of each letter its sound how to read or write a letter. By knowing the ABC song students cannot read or write, even they do not know letter's symbol.

There are many problems that students in primary or secondary schools have. Today's English language students should be aware of proper pronunciation according to the guidelines. If sound English grammar principles are properly understood, other language sound systems do not provide a significant problem. Understanding of speech, consonant sound, and vowel sound, the key to resolving the English pronunciation issue is production, emphasizing, and intonation.[1]

In order to prevent problems we should start teaching reading skills from the preschool institutions in each country, only in this way, children will learn more and save their time to practice and improve.

III. Literature review

There are many methods to teach preschoolers the alphabet. One of the plans is teaching a letter for a week, however this is not preferred by scientists. While teaching a letter in a week the plan can cause several problems; by teaching a letter per week it will take 26 weeks, almost entire study years to be introduced by the letters, some students know several letters and some of them does not know any of them, or some students may be absent for several weeks and they will miss the letters. Another method of teaching the alphabet is given where teachers will teach a letter per day and it will take 26 days to learn the entire alphabet. The students, who need extra practice can practice and reinforce the letter within some days or weeks. [2] This strategy of teaching alphabet to very young learners called EAK Enhancing Alphabet Knowledge.

Importantly, EAK training offers teachers a number of significant advantages for imparting alphabet knowledge to young students. EAK offers a first a three-step template for lesson plans that explicitly and effectively, instruct kids on how to recognize the letter name and sound, identify the letter in text, and produce the letter shape. This lesson structure is simple to use and provides the necessary alphabet knowledge. The necessity of employing teaching language has been taken into account when designing the lesson, and the lesson template included with this article offers precise explanatory language to help teachers when creating and delivering EAK lessons. Second, EAK offers a pace-of-instruction choice based on research. EAK urges educators to take into account the fundamental distinctions between letters and numbers rather than the conventional letter-of-the-week pacing. The fact that EAK offers teachers many cycles of instruction based on current scientific information about the acquisition of alphabet knowledge is the third and, arguably, most significant benefit of EAK.[3]

Another researchers found the cognitive awareness while teaching the alphabet to very young learners according to [4] training focused on the cognitive mechanisms essential to learning the alphabet was more successful than other types of instruction. It was proposed that experimental LN+LS instruction and letter name-only instruction would each offer special advantages to depth and alphabet letter learning in its whole, with Experimental LN + LS having the advantage of effectiveness. When preschool-aged children participated in explicit instruction that provided countless chances for practice in a variety of straightforward and letter-focused participatory and manipulative activities, they were able to perform a significant amount of the visual-verbal paired-associate learning necessary to learn letter names and letter sounds. Children had to communication is a method in specific alphabet content in order to memorize it. There was proof that alphabet learning in preschool-aged children was related to both the starting status and progress in PAL and ARL cognitive processes.

Children's responses to instructional variety and the connection between CLPs and alphabet acquisition were affected by children's language status. These moderation effects emphasize the significance of: 1) improving kids' overall English proficiency, and 2) using a large enough sample size of DLLs and non-DLLs in preschool early literacy studies to produce enough data to assess how well DLL students were taught. [5]

IV. Conclusion

To conclude this article, teaching the alphabet from very young ages is important and while teaching we should focus on the students' letter recognition cognitive skills, rather than just ABC song. The preferred technique to teach was EAK technique by [3]. Letter name and letter sound (LN+LS) teaching will help students to recognize the letters rapidly and teaching the letter form will help the read and write in future learning processes. Teaching the Alphabet from the preschool institutions will enhance the language proficiency of children.

V. References

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