

CONNECTION OF SPOKEN LANGUAGE AND LITERACY

Shirinboyeva Gulsina Botir qizi

Student of SamSIFL

Axmedov O'tkir Ilhomovich

Teacher of SamSIFL

Annotation: *This research paper explores the finer points of language skills and oral communication.*

Key words: *Rhyming, reading and writing, commonplace people, acquire abilities, Literacy*

The foundation for children's reading and writing abilities as they begin and go through school is laid through oral language. In order to communicate with classmates and teachers in the classroom and throughout their life as they mature into adults, they will employ spoken language in every facet of their education.

While literacy development involves the ability to read and write, language development involves the development of the skills used to communicate with others through languages.

Also be aware of the connections between oral language and phonological awareness. Skills of phonological awareness and phonemic awareness include the capacity to rhyme, hear syllables, recognize words as being made up of separate sounds, segmented sounds, and blending. To interact with others and to express their ideas, emotions, and feelings, they learn to comprehend and utilize language. Children acquire abilities during the early stages of speech and language development that are crucial for the growth of literacy (reading and writing).

The active process of acquiring a language starts at birth and lasts the rest of one's life. As they communicate their thoughts, feelings, and experiences, build relationships with family and friends, and work to understand and organize their world, students pick up language skills.

Phonological awareness, or the understanding that words are composed of distinct speech sounds, is one spoken language ability that is closely related to early reading and writing. Rhyming, alliteration (e.g., "big bears bounce on beds"), and sound isolation (e.g., "a is the first sound in apple") are a few spoken language exercises that you may already be doing in with your kid to show his natural growth of phonological awareness [1, 15-20].

The sounds of words are soon broken down by youngsters, who then "map" the sounds onto written letters. They can read and write because of this. According to research, kids who do well on sound awareness exercises go on to

be excellent readers and writers, as opposed to kids who struggle on these exercises often.

Given that language is acquired constantly and everywhere, it should come as no surprise that you can support your child's literacy growth during everyday activities without taking extra time out of your schedule. Try out a few of these hobbies at home:

- Name commonplace people, things, and occurrences in the ordinary world while you speak to your child.
- Repeat and expand on your child's sound combinations (such as "dada dada, baba baba") as they emerge.
- Talk to your child as he or she is engaging in normal activities like taking a bath or eating, and answer any questions they may have.
- Draw your child's attention to print in commonplace places like store logos, traffic signs, and food containers.
- Sing with your child, play rhyme games with them, and read them nursery rhymes.
- Read children's and young adult novels with an emphasis on rhyme, sound, and alliteration (such as Dr. Seuss books).
- Reread the novels that your child enjoys.
- Pointing to words and illustrations as you read will help you draw your child's attention to the books.
- To promote sketching and scribbling, offer a range of supplies (such as crayons, paper, markers, and finger paints).
- Encourage your kid to write down the words they use to describe or tell a story about the picture.
- Sing with your child, play rhyme games with them, and read them nursery rhymes.
- Read children's and young adult novels with an emphasis on rhyme, sound, and alliteration (such as Dr. Seuss books).
- Reread the novels that your child enjoys.
- Pointing to words and illustrations as you read will help you draw your child's attention to the books.
- To promote sketching and scribbling, offer a range of supplies (such as crayons, paper, markers, and finger paints).
- Encourage your kid to write down the words they use to describe or tell a story about the picture.

The burden that poor language skills impose on developing literacy abilities is becoming increasingly evident as a result of the Common Core State Standards, which mandate that kids learn how to comprehend more challenging, complex content. The pressure to teach children how to read academic, subject

"PROBLEMS AND PROSPECTS FOR THE IMPLEMENTATION OF INTERDISCIPLINARY RESEARCH"

literature has increased since the days when teachers could avoid teaching language and literacy skills by not having pupils read any content. It is crucial if we want to help pupils acquire the reading abilities they need to be prepared for college and the workforce [2, 145-148].

Learners, but I think that many of the same problems and teaching strategies may be used with students who have poor language abilities because of (a language-based learning handicap and the dearth of early language exposure that some kids receive before starting school. Teachers who are knowledgeable with best practices for teaching the sort of academic language that is employed in complicated material can assist students in improving their literacy skills regardless of the root reason of their poor language abilities. And subject matter experts—those who teach physics, history, math, etc.—may be in the greatest position to instruct pupils on how to comprehend complicated texts that are specific to their field.

The connection between spoken language and literacy is a complex and multifaceted one that has been the subject of much research and debate. While the two are often viewed as separate skills, they are in fact closely intertwined and interdependent. In this essay, I will explore the connection between spoken language and literacy, and the ways in which they support and enhance each other.

Literacy is founded on spoken language. Before learning to read and write, children learn to communicate, and their spoken language abilities serve as the foundation for the development of their literacy. Children learn vocabulary, grammar, and syntax by speaking and listening, which are crucial skills for reading and writing. good spoken language skills in children increase their likelihood of developing good literacy skills because they have a strong foundation on which to base their reading and writing skills [3, 57-75].

Children's spoken language abilities continue to improve as they learn to read and write. Children have the chance to learn new vocabulary, sentence structures, and grammatical patterns through reading and writing, which they may later apply to their spoken language. Children are similarly introduced to new ideas and concepts via dialogues and discussions, which they may then further explore through reading and writing.

Through activities like read-alouds, discussions, and oral presentations, teachers support the growth of literacy through spoken language. The comprehension, vocabulary, and speaking skills that are developed via these exercises assist children's reading and writing capabilities. Similar to this, reading and writing workshops provide kids the chance to practice and improve their spoken language abilities as they comment to each other's work and share their own.



"PROBLEMS AND PROSPECTS FOR THE IMPLEMENTATION OF INTERDISCIPLINARY RESEARCH"



For someone to succeed academically, spoken language and literacy must be connected. Children who have difficulty communicating verbally run the danger of falling behind in the development of literacy, which might have long-term effects on their academic success. On the other hand, kids with good spoken language abilities are more likely to do well in school because they are better able to comprehend and interact with academic material.

To sum up, the relationship between spoken language and literacy is crucial since it fosters and promotes children's growth in both domains. Teachers may assist students in acquiring the information and skills necessary to thrive in school and beyond by identifying and fostering this relationship.

REFERENCES:

1. Roth, F.P., Paul, D.R., & Pierotti, A.M. (2006). Emergent Literacy: Early Reading and Writing Development. Let's Talk: For People with Special Communication Needs, American Speech-Language-Hearing Association, pp 15-20
2. Neuman, S. B., Kaefer, T., & Pinkham, A. (2014). Building background knowledge. *The Reading Teacher*, 68(2), 145-148.
3. Currie, N. K., & Cain, K. (2015). Children's inference generation: The role of vocabulary and working memory. *Journal of Experimental Child Psychology*, 137, 57-75.