

FOUNDATIONS OF TEACHING READING IN ENGLISH THROUGH THE PHONETIC METHOD WITHIN THE MONTESSORI FRAMEWORK

MONTESSORI TIZIMI DOIRASIDA FONETIK USUL ORQALI INGLIZ TILIDA O'QISHNI O'QATISHNING ASOSLARI

ОСНОВЫ ОБУЧЕНИЯ ЧТЕНИЮ НА АНГЛИЙСКОМ ЯЗЫКЕ С ПОМОЩЬЮ ФОНЕТИЧЕСКОГО МЕТОДА В РАМКАХ СИСТЕМЫ МОНТЕССОРИ

Jurakulova Gulruh Murot qizi

Asia International University, Researcher

gulruhjurakulova@gmail.com

+998914071223

Abstract. This article explores the application of the phonetic principle, a cornerstone of language instruction within the globally esteemed and results-proven Montessori methodology. The study details specific techniques for teaching alphabet recognition and word decoding within the Montessori approach to effectively facilitate English reading acquisition. Particular emphasis is placed on instructional methods utilizing phonetic segmentation models, including VC (Vowel-Consonant) and CVC (Consonant-Vowel-Consonant) patterns. The article argues that this structured phonetic foundation, aligned with the child's developmental stages, fosters rapid development of phonemic awareness, independent reading skills, and a solid base for vocabulary expansion and advanced language competencies.

Key words: Montessori methodology, educational principles, didactic materials, prepared environment, phonetic method, phonemic awareness, blending, segmenting,

decoding, cognitive dissonance, CVC method, VC model, Theodor Seuss, early literacy, phonemic awareness.

Annotatsiya. Ushbu maqola dunyo miqyosida e'tirof etilgan va samaradorligi isbotlangan Montessori metodologiyasida til o'qitishning asosiy tamoyili bo'lgan fonetik uslubning qo'llanilishini o'rganadi. Tadqiqot Montessori yondashuvi doirasida ingliz tilida o'qishni o'zlashtirishni samarali o'rgatish uchun alifboni tanib olish va so'zlarni kodlashtirish asosida o'qitishning o'ziga xos usullarini batafsil bayon etadi. Ayniqsa, VC (Undosh-Unli) va CVC (Undosh-Unli-Undosh) kabi fonetik segmentatsiya modellaridan foydalanadigan o'qitish metodlariga alohida e'tibor qaratiladi. Maqolada ta'kidlanishicha, agar fonetik asosda o'qishni o'rgatish bolaning rivojlanish bosqichlariga moslashtirilsa, mustaqil o'qish ko'nikmalarining tez rivojlanishiga, shuningdek, so'z boyishini kengaytirish va yuqori darajadagi til kompetensiyalari uchun mustahkam poydevor yaratishga xizmat qiladi.

Kalit so'zlar: Montessori metodologiyasi, ta'lim tamoyillari, didaktik materiallar, tayyorlangan muhit, fonetik usul, fonemik ong, tovushlarni birlashtirish, ovozlarga ajratish, kodlashtirish, kognitiv dissonans, CVC usuli, VC modeli, Theodor Seuss, erta savodxonlik, fonemik ong.

Аннотация. В данной статье исследуется применение фонетического принципа — краеугольного камня обучения языку в рамках всемирно признанной и доказавшей свою эффективность методики Монтессори. В исследовании подробно описываются конкретные методы обучения распознаванию алфавита и декодированию слов в рамках подхода Монтессори для эффективного содействия освоению чтения на английском языке. Особое внимание уделяется методам обучения, использующим модели фонетической сегментации, включая

шаблоны VC (гласный-согласный) и CVC (согласный-гласный-согласный). В статье утверждается, что такая структурированная фонетическая основа, соответствующая этапам развития ребенка, способствует быстрому развитию фонематического слуха, навыков самостоятельного чтения и создает прочную базу для расширения словарного запаса и развития продвинутых языковых компетенций.

Ключевые слова: методика Монтессори, принципы образования, дидактические материалы, подготовленная среда, фонетический метод, фонематическое восприятие, слияние звуков, сегментация, декодирование, когнитивный диссонанс, метод CVC, модель VC, Теодор Сьюз (Доктор Сьюз), ранняя грамотность, фонематическое восприятие.

Introduction

The Montessori method was founded in Italy in the 20th century. Over the past century, the ideas of its founder, Maria Montessori, have spread worldwide, evolving into a pedagogical theory capable of creating a profound paradigm shift in education. The Montessori approach emphasizes a unique set of educational principles. Montessori herself asserted that children are capable of learning effectively and independently, driven by their own intrinsic motivation, and she believed this fosters self-confidence and inspires future success.

Literature review

The philosophical principles, pedagogical methods, role of the teacher, and design of didactic materials in Montessori education differ fundamentally from traditional teaching principles [5]. These distinctions are rigorously applied to language teaching - specifically to the processes of acquiring writing, reading, and

vocabulary in English. Language programs are designed to align with the child's stages of cognitive, sensory, psychomotor, and emotional development.

The organizational form of lessons is not the traditional frontal (whole-class) instruction but is structured in small groups or individually. This approach allows for adaptation to each learner's pace of assimilation and aligns with the principles of sensitive periods. The teacher transitions from the traditional role of knowledge transmitter to that of an organizer of the learning environment, a guiding facilitator, and an observer-analyst [4]. The primary task is to create a prepared environment (the classroom and necessary activities) that supports the child's independent activity [3]. Each Montessori material is purposefully designed for a specific pedagogical aim, integrating and stimulating sensory and cognitive development.

Research methodology

Within Montessori educational methodology, language teaching, especially the stages of acquiring spoken and written language, is strictly based on the phonetic principle. This approach introduces letters not by their traditional alphabet names (e.g., [eɪ], [bi:], [si:]) but by their sounds, i.e., their phonemes.

As Maria Montessori emphasized in her works: "In presenting the letters, we begin with their sound, not their name" [2]. This methodological decision is aimed at actively developing the child's phonemic awareness - the ability to isolate, perceive, and connect speech sounds with their corresponding graphemes. International research and language teaching experts confirm the efficacy of this approach, highlighting that among the three aspects of a letter - the grapheme, its name, and its phoneme - it is the phoneme that plays the most critical role in the initial stages of language acquisition.

Teaching letters primarily by their names, for instance, through the traditional “ABC Song” can induce cognitive dissonance in the child and potentially delay the encoding process - the crucial connection of sounds to graphic symbols [3].

The advantage of the phonetic method lies in helping the child clearly understand the principle of phoneme-grapheme correspondence. For example, in decoding the word “cat”, the child does not process it as a sequence of letter names [sɪ:]-[eɪ]-[tɪ:] but rather segments and blends it into the phonetic units [k]-[æ]-[t], which are familiar from everyday speech. This significantly simplifies the process of decoding. Consequently, the phonetic approach serves to form independent reading skills more rapidly, enrich vocabulary effectively, and create a solid foundation for transitioning to more complex language skills. Thus, in the Montessori methodology, language teaching is a systematic program that is developmentally appropriate, sensory-experiential, and accelerates phonological awareness.

Analysis results

Furthermore, in the Montessori method, after sounds are taught, the next stage begins: instructing children in short-syllable words categorized by phonetic patterns. This includes VC (Vowel-Consonant) words such as on, it, as, up and CVC (Consonant-Vowel-Consonant) words like can, cat, tin, bin, dog, fog, map, cup.

The CVC model is considered one of the most effective methods for developing phonemic awareness in early literacy instruction. Research indicates that CVC-structured words, being phonologically simple and easy to pronounce, rapidly develop reading skills in beginner learners [1]. The CVC model helps children effectively learn the processes of blending sounds and segmenting words. This approach, based on practicing with non-complex words in the initial reading stage, results in learners quickly transitioning to the phase of reading for comprehension. Scientific studies confirm that students taught using phonics, particularly those who

have mastered the CVC model, achieve higher results in reading fluency and phonetic analysis skills compared to others.

Therefore, the CVC method is recommended as a scientifically grounded, structural, and developmental component for effective literacy instruction in primary grades.

Conclusion

In conclusion, the Montessori methodology views education as an active, independent, and natural developmental process for the child, and it aims to create all the necessary organizational, methodological, and psychological conditions for this. The method of teaching reading through phonemes enhances students' self-confidence. To make the learning process more engaging, it is advisable to use children's books written with a strong phonetic foundation. In this regard, the works of American author Theodor Seuss (Dr. Seuss), such as "Hop on Pop", "The Cat in the Hat", and "Fox in Socks", written with rhythmic rhyme schemes, are recognized worldwide as classics of children's literature. These books not only increase children's enthusiasm for reading but also make a significant contribution to expanding their English vocabulary.

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