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DEVELOPING SYLLABLE-BASED READING SKILLS IN PRIMARY SCHOOL STUDENTS

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Abstract: This article examines the pedagogical value of syllable-based reading in primary education and presents a methodological framework for developing reading accuracy, fluency, and phonemic awareness among young learners. Grounded in linguistic, psychodidactic, and methodological principles, the study analyzes effective teaching methods for syllable-based reading and evaluates their classroom impact. Using an IMRAD (Introduction, Methods, Results, and Discussion) structure, the article highlights comparative teaching methods, schematic models, and classroom-based practices aimed at strengthening early literacy skills. The findings confirm that systematic syllable-based reading instruction significantly improves students’ reading confidence, decoding accuracy, and overall literacy development.

Keywords: syllable-based reading, primary education, reading fluency, phonemic awareness, teaching methodology, literacy development.

INTRODUCTION

Reading instruction in primary education plays a decisive role in shaping learners’ future academic success. Among various early literacy approaches, syllable-based reading occupies a central position due to its close alignment with the phonetic structure of many languages, including Uzbek. Syllable-based reading enables learners to decode words gradually and meaningfully, reducing cognitive overload during the early stages of reading acquisition.

Previous studies emphasize that early reading difficulties often stem from insufficient phonemic awareness and weak decoding strategies. Syllable-based reading addresses these challenges by guiding learners from sounds to syllables and from syllables to complete words. This study aims to expand the methodological understanding of syllable-based reading and to systematize teaching methods that support its effective implementation in primary classrooms.

The purpose of this article is to present an IMRAD-structured methodological analysis of syllable-based reading instruction, focusing on its educational benefits, instructional methods, and classroom outcomes.

METHODS

1. Research Design

This study employs a qualitative methodological analysis supported by classroom observation and comparative instructional modeling. The focus is on identifying effective teaching methods for syllable-based reading and organizing them into a coherent instructional framework suitable for primary education.

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2. Instructional Methods for Syllable-Based Reading

3. Analytic–Synthetic Method

This method introduces words as whole units and subsequently breaks them down into syllables before reconstructing them. Learners analyze sounds, identify vowel-centered syllables, and blend them into complete words. This approach develops logical thinking and decoding accuracy.

4. Visual Syllable Modeling Method

Syllables are represented through visual symbols such as shapes, colors, or blocks. Each syllable corresponds to a visual unit, enabling learners to recognize syllable patterns quickly. This method is particularly effective for visual learners and early-grade students.

5. Rhythmic Syllable Reading Method

This method integrates rhythm and movement into reading instruction. Learners clap, tap, or chant syllables while reading, reinforcing phonological memory and reading fluency. Rhythm-based instruction enhances engagement and reduces reading hesitation.

6. Schematic–Integrative Method

Syllable structures are taught using diagrams and flowcharts that illustrate the transition from sounds to syllables and words. This method integrates visual, auditory, and kinesthetic learning channels, fostering comprehensive literacy skills.

7. Schematic Model of Syllable-Based Reading

Sound → Syllable → Word → Sentence → Meaning

This schematic sequence serves as a foundational instructional guide, helping learners internalize the hierarchical structure of reading.

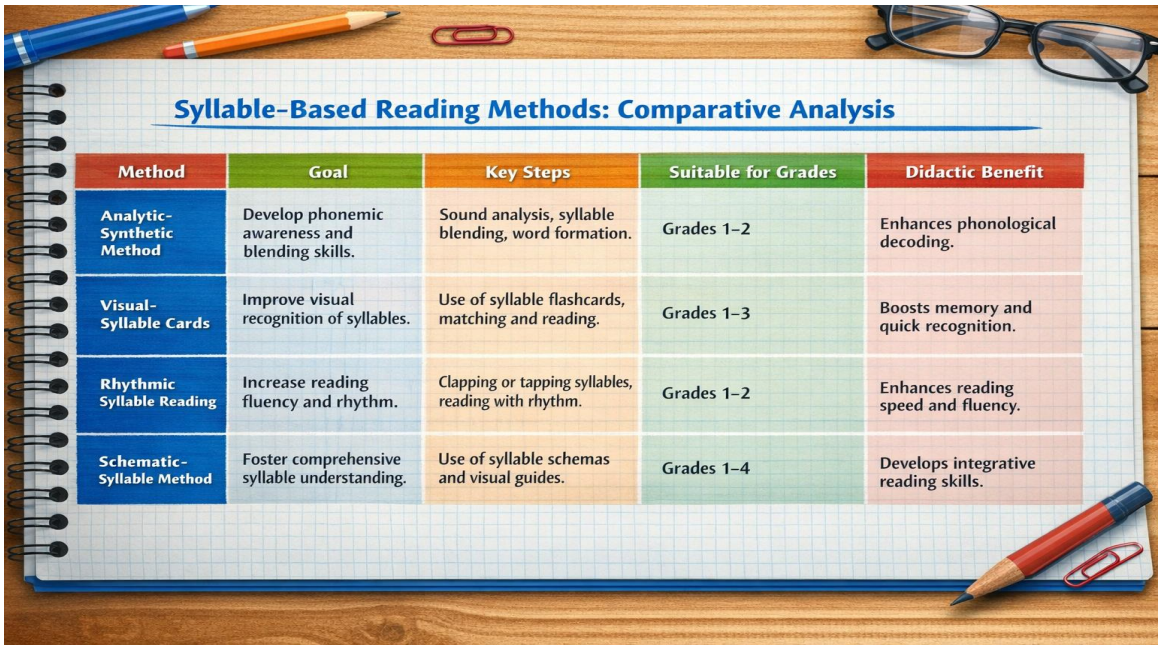
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Syllable-Based Reading Methods: Comparative Analysis

Method	Goal	Key Steps	Suitable for Grades	Didactic Benefit
Analytic-Synthetic Method	Develop phonemic awareness and blending skills.	Sound analysis, syllable blending, word formation.	Grades 1–2	Enhances phonological decoding.
Visual-Syllable Cards	Improve visual recognition of syllables.	Use of syllable flashcards, matching and reading.	Grades 1–3	Boosts memory and quick recognition.
Rhythmic Syllable Reading	Increase reading fluency and rhythm.	Clapping or tapping syllables, reading with rhythm.	Grades 1–2	Enhances reading speed and fluency.
Schematic-Syllable Method	Foster comprehensive syllable understanding.	Use of syllable schemas and visual guides.	Grades 1–4	Develops integrative reading skills.

RESULTS

Classroom implementation of the described methods demonstrated noticeable improvements in students' reading performance. Learners showed increased reading accuracy, reduced decoding errors, and greater confidence during oral reading activities. Syllable-based instruction also contributed to smoother transitions from slow decoding to fluent reading.

Teachers reported enhanced student engagement and improved classroom participation. Visual and rhythmic methods proved especially effective for struggling readers, while schematic models supported long-term retention of reading strategies.

DISCUSSION

The results confirm that syllable-based reading is not merely a mechanical decoding strategy but a cognitively grounded instructional approach. By aligning reading instruction with learners' phonological development, syllable-based methods facilitate deeper comprehension and sustained literacy growth.

Comparative analysis of methods indicates that no single approach is universally sufficient; rather, an integrative application of analytic, visual, rhythmic, and schematic methods yields the most effective outcomes. This finding aligns with contemporary pedagogical theories emphasizing multimodal learning.

CONCLUSION

Syllable-based reading instruction is a powerful methodological tool in primary education. When implemented systematically and creatively, it enhances reading accuracy, fluency, and learner motivation. The IMRAD-based analysis presented in this article demonstrates that combining multiple syllable-based methods fosters comprehensive reading development and supports early literacy success.

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Future research may explore quantitative assessments of syllable-based instruction and its long-term impact on reading comprehension.

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