

Technology to Increase Students' Spelling Literacy through Orthographic Exercises

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ABSTRACT

This article discusses ways to increase students' spelling literacy, the organization of spelling exercises, and the requirements for it.

KEY WORDS: *Student, teacher, spelling, orthographic exercises, transcription, dictation, narration.*

Orthographic skills are special speech skills. Accurate writing is a special speech activity; writing is also a complex activity, based on speech. Spelling skills include syntactically correct sentence construction as a component of speech activity, as well as methodically precise use of the word. Spelling skills are complex skills that are created during long-term exercises and are based on phonetic analysis of a word, the ability to determine its morphemic content, and so on.

Thinking skills is required from the student to form of correct writing skills. Not only study and memorization but also analysis and synthesis are applied to master a correct writing event. It is important to use the method of comparison to identify similarities and differences between grammatical and spelling, as well as the use of exercises to classify, systematize, explain and prove words and word forms into specific grammatical or graphic groups. Thus, in teaching orthography, as teaching grammar, it is necessary to gradually improve the analytical-synthetic activity of students.

Spelling exercises.

Spelling skills are an automated component of conscious speech activity. Targeted exercises are performed over a long period of time to automate activities. Spelling exercises focus on developing spelling awareness skills, applying rules where appropriate, establishing connections between parts of exercises, and shaping them into a common and unified system of activities. Only during the implementation of the rule will its content be mastered more deeply. Spelling exercises in the methodology:

1) Grammatical - spelling; 2) copy -writing 3) dictation 4) lexical - grammatical analysis 5) narration are included.

In grammatical - orthographic and lexical - orthographic analysis, the connection of orthography with grammar and phraseology, the factors determining the activity of students in transcription and dictation, in particular, studying and hand gestures in transcription, hearing skill in dictation is taken into account.

Copy-writing is the written expression of a word, sentence, or text that is perceived by sight. In Primary grades, the ability to follow the rules of spelling, and to avoid corrections, and to write in an orderly manner, without dropping the letters, without changing positions, and using punctuation correctly, should be formed. In order to develop this skill among the students, the teacher teaches them the sequence of writing from the beginning of the alphabet.

The basic rules for developing writing skills among the students include:

1. Before you write, read what you copying skills in its entirety.
2. Divide the words in each sentence into syllables and write the articulation inside you.
3. Compare what you wrote to the original and correct your mistakes.

Words, separate sentences and small texts are used for writing. Writing exercises are done in conjunction with grammar, lexical, or word formation tasks. This allows you to better understand the application of the spelling rule. Because the character of the task requires the activation of grammatical, phonetic knowledge, which is the theoretical basis for the formation of spelling skills. In addition, complex exercises allow you to perform speech development tasks along with spelling. Examples of complex exercises are:

1. Copying. Identify the core words and separate the core.
2. Copying the dropped affixes, saying what kind of affix it is; explaining the writing.
3. Find and write the word that corresponds to the content of the text from the words given in parenthesis. Explaining which group the word belongs to and how it is spelled.
4. Compose and write sentences from mixed words.
5. Compose a text related to sentences from randomly given sentences.
6. Copying selectively (copying a specific phrase from a given sentences or text; from noun and verb or from noun and noun, from adjective and noun)

Dictation is the writing of a word, a sentence, a text that is perceived by hearing. Dictation plays an important role in developing students' oral and written literacy. The student tries not to make mistakes in the dictation during writing process. Not making mistakes will depend on the extent to which they have mastered phonetic, lexical, and grammatical knowledge. Hence, in order to write a literate dictation, it is necessary to know the grammatical rules as well.

A number of principles need to be followed when choosing a text for dictation in elementary grades;

1. The text should be the form of a monologue speech. It should not contain quotations, adverbs, prepositions, participles, conjunctions.
2. The text size should be based on the reading speed of students in grades 1-4.
3. The content of the text to be relevant to the lives of children.
4. Dictation text to give students knowledge about this or that.
5. The selected text should be ideologically and artistically high, affect the feelings of children.
6. The text should be in an educative character.
7. The event being studied in the text must occur at least 5-6 times.

Dictation is of two kinds according to purpose.

1. Educational dictation - dictation aimed at education.
2. Inspection dictation - dictation aimed at controlling student's knowledge, skills and abilities.

The time, place and type of educational dictations are determined by the teacher. For educational dictations, a specific part of the lesson (5-10 minutes) is sometimes allocated to one lesson. This dictation is conducted to strengthen students' knowledge. In educational dictation, the teacher explains the spelling being taught to the students using several analytical methods, allowing the students to write once they are sure that they are writing correctly. Any precautionary measure will

be taken.

For instance, in the 1st grade, in the lesson where the vowels a and o are studied, a syllable-sound, sound - letter analysis is conducted. When the students find out that the letter a is written in the first syllable of the word spring, one of the students writes these words on the board. The word is then deleted, after which it is written by recitation.

Emphasis dictation is used to learn how to apply the rule in practice. Before writing a text, in the process of writing it, as in the annotated note, the students explain how to write the word and why it is written that way.

Students read and memorize a text that contains words based on dictation or grammatical rules learned in writing, and then write them independently under the guidance of teacher. Explanatory dictation is conducted in two different ways depending on the ability of the students. The students usually explain the spelling of a particular word before or after dictation under the direction of the teacher, analyze the spelling of the word from the syllable-sound, sound-letter side, and apply the rule to it.

For instance, "Kitob - bilimmanbai " - kitob: Ki -tob. It is two syllables. In the first syllable k, i; the second syllable has the sound t, o, b. The last b sound is pronounced as the p sound.

Then we determine the sound b or p by checking the spelling of the letter. To do this, we add the sound i to the end of the word and say: kitob. The sound B is written.

In this dictation, students underline the words related to the rules. In selective dictation, students do not write all of the dictated sentences or text. They write only the part that corresponds to the teachers assignment.(Words, phrases written on the basis of the studied rule).

For example, writing only words that are capitalized (Grade 1), writing the noun with its attributive, or the complement with verb (Grade 4). Selective dictation develops spelling intelligence in students.

In free dictation, students are given the freedom to change the structure of a sentence without breaking the content and a word with a word that is close to it. 3-5 pieces of text are selected for dictation. First of all, the teacher reads the text expressively once, then makes a conversation about the content of the text, and recalls some rules. After which, a portion of the text is re-read, and the students write its contents.

While free dictation serves to strengthen spelling rules, it develops students' speech, thinking skills.

Pictorial dictation is a picture of the subject or self - presentation: A picture of subject is shown, students say its name and write a comma, then, the work continues. (The first word is capitalized, the rest are written according to the rules). The aim is to reinforce the rules learned in picture dictation, especially the spelling of difficult words learned during the school year, as well as to test how well students have mastered them.

Based on this goal, the students will consistently use all types of dictation, taking into account the stage of work on the formation of spelling skills.

The dictation of the test will determine how well the students have mastered the rules that have been studied recently or previously and are reinforced by exercises. The test dictation is conducted after a section has been studied or at the end of the academic quarter. This type of dictation is held 5-6 times during the academic year.

The mistakes made in this type of dictation are thoroughly analyzed, and ways to eliminate them are determined. In this respect, the educational importance of investigative dictation is great. Different types of dictation are used as spelling exercises.

Narration is one of the types of orthographic exercises aimed at enriching students' vocabulary and developing connected speech.

The narration is made at the final stage of learning orthographic topics, after students have learned the rules and learned to apply them. To correct using of the spelling rules learned when writing a statement indicates that they have been consciously mastered.

In addition, the use of speech exercises based on edu-technology trainings teaches children to think independently and enriches their speech with a new vocabulary. During literacy learning, students are able to make some words, then small sentences, and speak flawlessly.

From the 2nd academic semester of the 1st grade, the teacher begins to write a narration based on the selected special text. The teacher or student read the text of the narration twice. An interview will be conducted to determine if the content is clear, then a glossary will be completed and a narration plan with questionnaires will be developed under the guidance of the teacher.

When students begin to write independently, the teacher observes them one by one and provides individual support to some children. At the end of the writing, the students check the written statement themselves, correct any shortcomings, and then submit it to the teacher for review.

During the discussion of the narration, the text is compared with the written work, errors are identified. This increases the value of the practical exercise performed for the connected speech.

There are types of related the connected speech and its development that are widely used in Primary Education, and they are:

1. Selectively narrate and narration
2. Re-narrate abbreviated form and narration
3. Retelling creatively and narration
4. Retelling the content of the text and narration

Selective retelling is defined in relation to a large amount of text. For instance, such as retelling from a text read by choosing a place in it that only describes the appearance of a participant, or retelling by choosing only a picture of a natural landscape.

There are several types of selective retelling:

1. Retelling based on a picture drawn in the text. For instance, a picture drawn in Navoi's poem "The liar" (Grade 2) depicts a liar holding a jug over a box, sitting sadly, and picture burning house in the back. The reader can explain the popular saying "The Truth of a liar is also a lie" based in this poem.
2. To retell a particular episode in a play on demand.
3. For example, students explain Shokir's family poverty from Oybek's "hardworking girl" story by retelling it based on the work of the orphan girl Unsin.
4. To retell passages from different parts of the text on the topic

For example, in order select the story of a child's encounter with wolves in PrimkulKadyrov's story "Dangerous encounter" (4th grade), you have to read it in full and gather the necessary details. The text is read inside. This type of selective narration can sometimes be conducted as a written statement.

Narrating shortening the content of a text and writing a narrative is a type of complex connected speech, in which secondary places are omitted from the text being studied. Basically, important places are selected and retold. For instance, the reader must be able to determine the content of the

text himself, to retell it consistently, to convey the main content in his own words. Abbreviated retelling is a key stage in the acquisition of related speech skills. According to a schedule, abbreviated essay is conducted in the last academic quarter of 3rd grade. In the 2nd grade, preparations for this have begun, and the following will be practiced:

- ✓ Divide the text into parts
- ✓ Find the title of the text
- ✓ Create a text plan as a team

Another type of teaching related speech in the methodology is creative retelling and narration, the following types of which are used in Primary Classes.

1. Changing the person, retelling and narrating. In Primary Education, a story given in one person language is used more than a retelling story in three people language. In this, creativity is quickly felt. Students re-create story sentences. The Verb of the sentences are changed, the narrator - the "I" is replaced by the "i". It is also possible to write an essay based on a creative retelling by changing the person.
2. To retell a story from its language by replacing the symbol in the story with another. For instance, the events in the story "Punishment of the Sly" (Grade 4) can be retold in the language of a simple or cunning person. This type of retelling is mainly done orally.
3. Creative retelling by filling in the text. In "The Tale of the wolf as a Doctor" (A. Obidjon), the rabbit and the pig creatively retell the text, enriching it with their own comments on why they ran away from the wolf. This is also often done orally.
4. Verbal description or staging. This type of creative retelling depends on the student's creative thinking, requires a wide range of observations and imagination, and the ability to gather enough material for the teacher's assignment. This type is often conducted orally, but is sometimes written in the form of a statement when it is deemed appropriate to the general psyche of the class. The retelling of text content and form of narrative writing are more common in elementary classes than another types. Students will need to master all the details, images, language and content of the text being studied. They learn to retell the story in their own words, analyzing the ideological content of the text in the form of a story under the guidance of a teacher. If the poetic text is lyrical, the reader is not required to tell its content; however, the main goal is to read the poem expressively, to feel the lyrical mood, to identify the Means of artistic expression and to enjoy the text aesthetically. A story with a plot, written in a story style, is chosen for the full story, and the teacher draws the class's attention to the expressive reading process. Then a lively question and answer session will be held and a text plan will be developed and an opportunity will be created to write a statement. This method will be aimed at enriching lexical activity in a way that motivates students for all stages of Primary Education.

The development of connected speech is an important factor that demonstrates the inner world of the student - such qualities as ability, honesty, humanity, sincerity.

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