



Develop Literacy Lessons from The First Steps and Improve in The Spirit of Today's Younger Generation

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ABSTRACT

This article discusses ways to improve the literacy of primary school students, ideas for educating students in the spirit of respect for the language.

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Introduction

One of the current problems in primary education is what is lacking in the spelling education of primary school students. To address this issue, we address the most difficult spelling problems to a school teacher during the internship. These errors can be grouped as follows:

- Graphic errors: dropping letter elements, dropping letters, replacing them, etc .;
- Mistakes in the core of the word: replacement of consonants with and without vowels, omission of one of the same consonant consonants, omission of consonants that fall in pronunciation;
- misspellings of word and form-forming affixes;
- Errors in articulation;
- Errors in the use of capital letters;
- Poll errors.

We test children's spelling knowledge and skills in a variety of ways. First, we will conduct a traditional survey. Can students repeat the rule they have learned and give examples of these rules? Most students complete this task without difficulty. Now we

offer them handouts with letters. Can they perform tasks? Most students enter the missing letters. The third method of verification is dictation. This type of control is easy to write, but the number of mistakes made by students increases.

Now the task is to write statements by students. In this process, they need to apply their knowledge and skills. It is often the case that children's texts contain errors in the rules they have learned.

Why junior high school students know the rules, can give examples and enter missing letters, but they make mistakes by writing ideas freely.

Materilas and methods

Today, the answer is clear, our students do not notice "misspelled" places and therefore do not apply the rules known to them. According to many advanced Methodists, such as NS Rozhdestvensky, MR Lvov, M. Razumovskaya, one of the main reasons for schoolchildren to make these mistakes is spelling blindness.

Therefore, the ability to identify "wrong" places, that is, the subject of targeted

study of spelling, should be separate. This will only help our students to overcome "spelling blindness" and increase the practical importance of learning the rules. Such an ability is what scientists call a spelling ability.

Results and discussion

First of all, you need to know what is meant by spelling. There are currently several interpretations of this concept. Jamolkhonov In the book of modern Uzbek literary language, the spelling of "d" in the human word corresponds to the phoneme of the grapheme "d" encoded in the graph, so the spelling of this word is controlled by graphics. In the word literacy, the situation is different: the "d" at the end of the word goes to the unvoiced "t" (pronounced as a basket), so it can be written in two ways: literacy (based on the phonemic principle), literacy (phonetic) based on the principle). It is the spelling that chooses one of these two cases as the spelling rule¹, he says. Thus, a spelling is a form of a word or word form written in accordance with the rules of spelling². Shavkat Rakhmatullayev considers orthography as literary writing. Most spellings occur due to the fact that speech sounds, various sound changes that occur in speech, are reflected in the text or not³.

It is clear that the spelling is in the word
unwritten as heard;
the sound is clearly inaudible;
it is possible to make a mistake;
having difficulty writing;
a place to write according to the rules.

To successfully develop the ability to detect spellings, you need:

first, to ensure that children understand the concepts of letters and sounds in the early stages of education, as well as to ensure that all their phonetic skills are sufficiently developed;

second, to acquaint students with the most common spelling signs;

thirdly, to teach schoolchildren to find spellings on a regular basis, offering special exercises for this.

The fulfillment of the first part of these conditions has long been mandatory for the period of study, but the methods of implementation of the second and third conditions for the formation of spelling skills of primary school students will be considered in detail.

A large part of almost every text (up to 90%) contains the following spellings:

Short vowels in the unstressed part of the word;

words with consonants that are dropped in pronunciation;

voiced and unvoiced consonants in some parts of speech.

This means that this type of error is a sign that should be studied first by schoolchildren. Here they are:

for vowels, unaccented cases;

for consonants, firstly, to come at the end of a word, and secondly, to be pronounced differently in the case before another consonant, to fall in pronunciation at the end of a word.

The basic experience of knowing and identifying the types of spellings will help students to search for spellings and solve orthographic problems. A variety of training exercises are required to build the ability to spell. Let's look at some of them.

In this process (due to the frequency of use and high learning effect) two exercises deserve special attention: types of dictation, which are recorded using special technologies, and transcription.

If we consider the first type of exercise, it is a pre-prepared dictation. This type of dictation is used to increase literacy, to prepare for free dictation and is conducted from the first grade. The technology of its implementation is as follows:

1. The teacher reads the sentence and the children listen carefully to better understand the text.

2. Children underline the words in the sentences under "dangerous places" that require the application of certain rules,

¹ Jamolkxonov H. Hozirgi O'zbek adabiy tili (darslik). – Toshkent: Talqin, 2005. – B. 101.

² Jamolkxonov H. Hozirgi O'zbek adabiy tili (darslik). – Toshkent: Talqin, 2005. – B. 115.

³ Rahmatullayev Sh. Hozirgi o'zbek adabiy tili – Toshkent: Universitet, 2006. – B.

3. Pupils re-read the sentences in the text and draw bows over the syllables.

4. Each word is read again according to the scheme, the stressed syllable is marked, as well as underlined "dangerous places" that can be found in vowels and consonants.

5. The teacher once again reads the sentences on the basis of orthoepic norms. Depending on the model they draw, the children enter the desired letter in the bow.

6. Pupils read and write sentences according to their own orthoepic norms and mark "dangerous places".

7. Under the teacher's re-reading of the sentences, the children check their notes.

This type of listening takes a long time, but develops visual memory, speech, thinking, hearing.

The second type of exercise, copying, is a writing technique based on the technology provided by P.S.Jedek that combines two traditional exercises: copying and writing what is remembered. Regular use of this exercise develops not only spelling skills, but also the ability to successfully form spelling memory, as well as the ability to check spellings.

This technology includes:

1. Read and repeat to understand and remember.

2. Mark the places where you can make a mistake.

3. Read aloud.

4. Repeat regardless of the record.

5. Write from memory while pronunciation, mark the places where you can make mistakes.

6. Check: read in syllables and check yourself by listening. Make sure all sounds are spelled correctly. Check for dangerous places - check if all the letters are correct.

"How to record?", Which includes not only an oral description of the operations, but also their characteristics, to identify each operation. a note is also given.

Dictation and assignments on the established technologies, first of all, require a lot of time and hard work. However, their regular implementation gives positive results.

Another important type of exercise is writing with "open spaces". In her research, MS

Soloveychik openly said: "It is a shame to write with mistakes in the native language, in the language of one's own country! Instead of mistakes" Better a poor horse than no horse at all⁴".

This method of writing allows you to avoid spelling mistakes during reading and leave "open spaces" instead of spelling mistakes, which contribute to the formation of spelling awareness. Writing with "open spaces" helps to look at the word carefully, and children are often taught to look at students with a lack of suspicion. When learning spellings, the number of words with "open spaces" decreases. M.S. Soloveychik's research is based on this very principle. He concludes that "open spaces" help to develop literacy and spelling awareness.

The next type of exercise is to write using comments. Writing with the help of comments is an open and controlled process of rule-based behavior of students (with two-way warning of errors) in the context of classroom work.

This type of exercise includes:

- The teacher reads the sentences to the whole class according to the orthographic norms;

- One of the students (usually the best reader) pronounces the word aloud in syllables, no one writes;

- then he interprets the word (explains the spelling);

- All students check their grammar knowledge and listen carefully to the comments;

- If the commenting student is struggling, another student will help.

This type of activity serves to lay the groundwork for the prevention of errors in the early stages. As a result, students develop the ability to write. This has a positive effect on the child's internal condition. Creating a successful situation has a positive effect on the child's personal development. In addition, writing

⁴ Материалы курса «Современные подходы к обучению орфографии в начальных классах». Лекции 1– 4.– М.: Педагогический университет «Первое сентября». – 2006. – 64 с.

with the help of comments helps to carry out the process of repetition of the acquired knowledge, which helped to transfer the studied information from short-term memory to long-term memory. The main purpose of learning the native language is to prevent mistakes, and as a result to form literacy skills.

A variety of games help to develop the ability to spell. We can consider some of them.

"Find a dangerous place"

The teacher writes the words with some mistakes. Children who feel the wrong words clap and point out the wrong place. Then the spelling problem is solved.

"Help your friend"

Students correct mistakes in words or sentences made by other children (classmates).

"Don't fall into the trap"

In addition to the words that correspond to the rules studied in the essence of the game, there are words based on other similar rules. Children need to find the right position.

"Help the ignorant"

Students are given a text made up of words that contain missing letters. Students are asked to fill in the blanks with the correct letters.

"Who makes more words"

Here are some word-formative suffixes. Students give examples of words that can be made with this suffix.

In addition, the use of rebuses is also one of the methods that gives good results. This type of work comes with a task: we solve puzzles in riddles, write words.

The following exercises also do not remain effective.

1. Practice with difficult words.

Students are offered not only "dangerous places" but also non-spelling words. The student only needs to spell the words.

For example:

- Is it necessary to check the vowels in the words community, defense, printing, reading, badia, tragedy, complex, avzoi, muddao, always?

- Separate from the words spoken only those words that sound like a pair of

consonants at the end: book, kamgap, stage, letter, left, thread, secretary, sop, bag.

2. Work with exercises in which the answers are selected. For example:

Just select the key words and write them in groups. Pay attention to the spelling of the words: flower, ruler, spring, vase, line, spring, butterfly, drawing, hunting, hunter, large, lined, salt, drawing salted.

3. Classification exercises

- Help words find their relatives. Pay attention to the spelling: meadow, rock, sand, village, grass, stone, sand, winter, red, scarlet, measles, cross, winter, throw.

- Write pairs of words that have a common ground. Find the basic spellings. For example, sister, sister, start, beginner, heart, heart, writing, evil, skirt, skirt, neck, neck, honor, no trace.

- Divide the words into two columns and divide the voiced and unvoiced consonants into one column and the voiced and unvoiced consonants into another column: clock, handkerchief, ball, river, fast, is.

The formation and development of spelling skills is a very complex and time consuming process. The teacher always has a question about how to make the lesson interesting and effective in terms of studying the current topic and developing spelling skills. To do this, in each lesson of the native language it is necessary to build practical work on the basis of games, so that they can catch and surprise children. Students should be able to see the spellings, write them correctly, and enjoy the lessons.

In elementary school, this method of repetition in native language classes regularly serves to return theoretical and practical information such as previous lessons and general concepts of phonetics, word formation, word combinations, morphology, and syntax. Literacy minute meets the conditions for the formation of spelling skills listed above and solves many other educational and upbringing tasks. Original, non-standard questions and assignments, analysis of the material with in-depth consideration of the specifics of language phenomena, while being a feature of literacy minutes, not only to arouse interest and

stimulate students' thinking, but also to also serves to store in memory. Literacy minutes only take 5-10 minutes, but they help to refresh the large amount of material needed in the lesson.

Let's look at some of them with examples.

1. Explain the spelling when writing a number: December eleventh

2. Nice minute of writing: Nn

On the second line, write a few words that start with the same letter and are capitalized. (Nozima, Navoiy, Namangan, Nodira, Norin...) why are these words capitalized?

Find a word that you can write in lowercase. (Norin) Why? To prove this, let's talk:

Onam juda shirin norin tayyorlaydilar. U Norin daryosi yoqalab borar edi. (My mother makes a very sweet narin. He was walking along the Naryn River.)

3. Dictionary work.

Yomg'irdan s..ng chiqadi

Cho'tir qal..oq kiyadi

Quyoshni yoqtirmaydi

Shamolni chaqirm..ydi (qo'ziqorin)

Write the answer to the riddle. Phonetic analysis of the word. Make connections with this word.

It should be noted that spelling training is primarily based on memorizing spelling rules. It is important to keep in mind that it is possible to learn to write according to the rules, but this does not only lead to correct writing: literacy must be strengthened by practice over a long period of time in order to become a skill. Note, algorithms can help in working on the rules. If we consider this, first of all, we will focus on a clear and easy-to-understand definition (or instruction) that will solve this type of problem step by step. By strictly following all the "steps", the algorithm always leads to the correct solution of the problem. Examples of this type of algorithm are as follows.

Algorithm for checking the flour in the word-based unstressed syllable

Bu yil *konstitutsiyamiz* qabul qiliganiga 30 yil to'ladi. (This year marks the 30th

anniversary of the adoption of our constitution.)

Step 1. Find the base in the highlighted word.

Step 2. Is there an unstressed flour? Yes.

Step 3. Try changing the word or creating new words.

Tell me how to write the basis. Explain the difference in pronunciation and spelling.

Please check the details.

In conclusion, it should be noted that the systematic work on the use of effective and diverse methods and tools for the formation of spelling alert gives positive results. In particular:

1) students learn the basic types of spellings better;

2) a high level of formation of students' spelling skills is achieved;

3) children's interest in mother tongue lessons increases.

This allows the teacher to achieve sustainable results in the control.

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