



# Spelling Ability and Conditions for its Development

**Iskandarova Aybibi  
Raximbayevna**

Orcid: <https://orcid.org/0000-0002-5090-7909>

Associate professor of the Department of Computer linguistics and Applied Linguistics of the National University of Uzbekistan

## ABSTRACT

This article aims to delve into the factors that contribute to the growth of spelling proficiency, with a focus on the educational, cognitive, and environmental aspects. Proficiency in spelling is crucial for effective written communication and is an integral part of language proficiency. By possessing the skill to spell words accurately, individuals can express their thoughts coherently, communicate their ideas clearly, and interact with written materials autonomously. Nonetheless, the development of spelling ability is a complex process influenced by a range of conditions and factors.

## Keywords:

Language proficiency, orthographic rules, teaching phonics, spelling errors, graphic representation, phoneme, spelling of endings, orthogram.

**Introduction:** The ability to spell accurately is greatly influenced by educational factors. Formal instruction in spelling, which includes teaching phonics, orthographic rules, and word patterns, provides the necessary foundation for accurate word encoding. Effective spelling instruction equips students with the tools to understand the relationship between sounds and letters, recognize common spelling patterns, and apply spelling rules systematically. Additionally, exposure to a diverse range of vocabulary through reading and writing activities can enhance students' orthographic knowledge and provide them with a broader foundation for accurate word spelling. Cognitive factors also play a significant role in spelling ability. Phonological awareness, visual memory, and orthographic processing skills are all essential in retaining and recalling the visual representations of words, contributing to accurate spelling. Furthermore, executive functions such as working memory and attentional control support the maintenance and manipulation of orthographic information during word encoding. Environmental factors, such as home and

school contexts, can also impact the development of spelling ability. A supportive and literacy-rich home environment, characterized by exposure to books, reading materials, and discussions about language, can foster a positive attitude toward spelling and language learning.

Furthermore, consistent opportunities to practice and reinforce spelling skills, such as engaging in writing tasks, participating in spelling exercises, and playing word games, contribute significantly to the strengthening and improvement of spelling ability. Within the educational setting, educators hold a crucial role in establishing an environment that fosters spelling development through structured and explicit spelling instruction, meaningful literacy experiences, and targeted interventions for students facing spelling difficulties. The utilization of technology also plays a pivotal role in shaping the conditions for spelling ability enhancement. Digital resources and educational software provide interactive and captivating platforms for spelling practice, offering immediate feedback, personalized learning experiences, and adaptive exercises

tailored to individual learning requirements. Additionally, spell-checkers and word-processing programs serve as valuable tools for identifying and correcting spelling errors, while online resources grant access to spelling games, word study activities, and reference materials that support orthographic learning [1]. It is also essential to acknowledge the impact of individual differences in spelling ability, including the influence of developmental and learning disorders on orthographic proficiency. Conditions such as dyslexia, specific learning disabilities, and language impairments present challenges to spelling development, necessitating specialized instructional approaches, targeted interventions, and accommodations to cater to the diverse spelling needs of individuals.

**Literature review.** Skills are developed through conscious activity and practice, with the process of automation occurring over time. It's important to understand that the term "automated" refers to the process of forming a skill as an action, which is initially based on the conscious application of certain rules. As the skill is practiced, it becomes more automatic. Various factors contribute to the formation of a skill, including visual, auditory, hand-motor, and speech-motor factors. All of these factors must be taken into account to develop a skill effectively.

1) Memorizing unverifiable spellings triggers the visual factor, which is particularly prevalent in the Russian language due to its numerous complexities. Psychological research has demonstrated that when a child misspells a word, they visually remember the incorrect graphic representation of the word, which becomes firmly stored in their memory. Consequently, it may require extensive repetition, such as writing the word 100 times, to rectify the error and eliminate it from their memory.

2) The auditory factor plays a significant role in language development, encompassing both oral and written speech. The ability to perceive and sequence sounds forms the foundation for this factor. When comparing pronunciation and spelling, both graphic and spelling spellings can

be utilized. Graphic spellings accurately represent sounds in strong positions, while spelling spellings involve selecting appropriate letters for sounds in weak positions. Therefore, the development of phonemic hearing is crucial in successfully tackling orthographic tasks, such as identifying orthograms and determining their types.

3) The hand-motor factor is essential in acquiring spelling skills, as it relies on the rhythmic movement of the writing hand during exercises. This is why primary school children must engage in extensive writing practice. As the hand moves along the lines, it creates a visual representation of words, which is then memorized and subsequently written automatically.

4) The speech-motor factor encompasses various activities, including pronouncing and discussing letters.

According to research conducted by A.R. Luria, L.K. Nazarova, and others, speech kinesthesia, or pronunciation, plays a significant role in the early stages of learning to write. Along with auditory and visual analysis, it allows for a more nuanced and accurate perception of speech. The methodology of P.S. Totsky, a seasoned teacher, is widely used in modern schools. His approach is based on spelling reading and articulation memory, where a child repeats a word aloud several times to memorize its spelling. While this technique has proven effective, it cannot be considered a universal means of teaching spelling as it does not relate to theoretical understanding. I use the spelling pronunciation technique in my classes and have seen positive results. The repetition of a word aloud creates a memorizing image that contributes to more lasting memorization of its spelling [2].

Moreover, the commented letter serves as a valuable tool for error prevention, teaching schoolchildren to consciously apply rules and fostering the development of proficient writing, thereby bridging the gap between theory and practice. The commented letter allows for systematic repetition of the material, enabling teachers to assess students' knowledge and evaluate their spelling abilities. The sensory foundation of spelling skills in younger

schoolchildren encompasses visual, auditory, kinesthetic, and hand-motor perception. The development of spelling skills is a complex and time-consuming process, necessitating a strong correlation among all the components that constitute its foundation. Only through this correlation can children effectively utilize their theoretical knowledge to justify the spelling of words, demonstrating conscious thought. Before embarking on the acquisition of a specific spelling skill, it is crucial to establish the precise knowledge and skills that form its foundation, as well as the specific operations that the child should possess and the interactions these operations should engage in with one another.

**Research methodology.** Spelling skills are built upon specific knowledge and abilities. When considering orthography, these skills can be divided into two groups: a) Skills based on phonetic-word-formation (spelling of roots, prefixes, suffixes). b) Skills based on morphology and syntax (spelling of endings). In both groups, the ability to recognize the orthogram, or spelling vigilance, plays a central role and requires an understanding of its essence. A letter does not represent a single sound, but a series of sounds that alternate in position - a phoneme, which is indicated by its strong position. If a sound is in a strong position, the letter representing it is not an orthogram. However, if a sound is in a weak position, the written symbol becomes an orthogram. This characteristic, the absence of a written pronunciation mark, is present in all types of orthograms.

**Analysis and results.** Developing speech hearing in a younger student contributes to the emergence and development of spelling vigilance. Orthographic vigilance is the acquired ability to identify instances in words where the written symbol is not determined by pronunciation. It involves discerning which sound holds a strong position and which occupies a weak position and can be represented by different letters with the same sound. Spelling vigilance is formed when the ability to detect sounds in weak positions is

developed. This vigilance gradually develops over time. Through systematic training, vigilance becomes automated and becomes an integral part of spelling proficiency, ensuring successful spelling execution. When a writer is aware of the presence of an orthogram in a word, they engage in a spelling action. This action refers to the deliberate application of the rule, as the writer recognizes the presence of an orthogram in the word. It is worth noting that Zhedek distinguishes two stages within the spelling action:

- 1) stating the spelling problem (spelling selection) and
- 2) solving the spelling problem (choosing a written symbol by the rule). The spelling action is conscious, not just a skill[4].

M.R.Lviv has outlined a six-step process for students to follow when tackling spelling problems[5]. These steps involve recognizing the spelling of a word, determining the type of problem, selecting an appropriate solution method based on the program type, creating algorithms for the solution steps and their sequence, and finally, executing the solution by following the algorithm. The success of spelling training relies heavily on the development of the ability to set spelling tasks. It is crucial to teach children how to set spelling tasks by identifying programs, correctly applying the algorithm for solving the problem, and practicing self-control in spelling. Errors can occur at any stage of the spelling process. The ability to set spelling tasks, like any other spelling skill, can be developed spontaneously or through targeted instruction. Language analysis and synthesis are closely related to finding solutions [3]. The challenge lies in the fact that younger students must set the task for themselves while writing, identifying an orthogram in the word and recognizing it as a task. Additionally, there is a time limit for solving each task.

**Conclusion.** In summary, the ability to spell effectively is dependent on a convergence of conditions encompassing education, cognition, and environment. By recognizing and fostering the fundamental factors that contribute to spelling proficiency, educators, families, and

practitioners can facilitate the advancement of students' orthographic skills, enabling them to become confident and proficient spellers. Through targeted instruction, cognitive support, and a nurturing literacy environment, individuals can unlock their potential for accurate and impactful spelling, thereby enhancing their written expression and communication.

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