

The Teaching of Spelling Exercises in the Teaching of Vocabulary in Primary Grades

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Annotation: This article discusses the formation of orthographic skills in the teaching of the mother tongue in primary grades. Considerations are given on the formation of orthographic skills through the use of spelling exercises in the teaching of word groups in primary education.

Keywords: orthography, spelling, orthography skills, spelling skills, morphemic content, transcription, parts of speech, noun, adjective, numeral, verb, personal pronouns.

It is necessary for a modern elementary school teacher to work on himself regularly, to be constantly aware of the news, to be inquisitive, creative to know foreign languages, to find a way to the heart and mind of every student. Today, the new Uzbekistan has new ideas, a new worldview, new approaches, and the changes that are taking place in our country every day force primary school teachers to break out of the old mold, use new methods and methods, and work on themselves regularly. Therefore, using new methods and modern pedagogical technologies to teach vocabulary is a reasonable process to engage children in the lesson and lead the lesson process.

In addition to mastering reading skills, the student should first of all learn his native language, because the native language is the key to knowledge and understanding. K.D.Ushinsky attached great importance to the mother tongue in the system of primary school subjects and considered it a central and leading subject: "The mother tongue, which is a great teacher, teaches a child a lot... A child learns so much in two or three years, one learns much that even with 20 years of diligent and methodical study one cannot learn half of it. This is the great pedagogy of the mother tongue". That's why learning mother tongue is very important in elementary grades.

Elementary school students learn to write consciously and literately in their native language classes, learn the rules of oral and written speech. The main task of teaching vocabulary from primary school age is to develop students' oral and written speech. By enriching their vocabulary with new nouns, adjectives, numbers, and verbs, students will gain a clear understanding of the meaning of the words they have been using until now, acquire the skills of using one or another word appropriately in connected speech. Is a push. By the time the child comes to school, he has learned to pronounce all speech sounds, his speech is enriched with words related to the main word groups, he has mastered the practice of creating speech from words. Primary school mother tongue education builds on the speech preparation that the child has made before school. Phrases are not meaningless terms woven by man, they are the result of subjectively reflecting objective existence in the mind and "sealing" them in language. For example, a noun expresses the objects of objective existence, the

verb expresses the movement of objects, the process and state in them, and the adjective expresses the signs of the object in an abstract form, summarized in their meanings.

Based on the psychological nature of spelling skills, the teacher determines the methodology of working on the formation of spelling skills in young students. Spelling skill is a special speech skill. Correct writing is a special speech activity; writing is also a complex act, which is based on speech. As a component of speech activity, spelling skills include syntactically correct construction of a sentence, methodologically accurate use of words. Spelling skill is a complex skill that is created in the process of long-term exercises and is based on phonetic analysis of the word and the ability to determine its morphemic composition. Thinking activity is required from the student for the formation of correct writing skills. Thus, while teaching orthography, like teaching grammar, it is necessary to gradually improve students' analytical-synthetic activity. Spelling skill is an automated component of conscious speech activity. In order to automate the activity, goal-oriented exercises are performed for a long time. Spelling exercises are focused on the formation of spelling skills, applying the rule in the appropriate place, determining the connection between the parts of the exercises, including them in a common and unified system of activities, determining the essence of the rule for students and formulating it. Only during the period of application of the rule in exercises, its content will be mastered more deeply. Spelling exercises in the mother tongue teaching methodology include:

1. Grammatical and orthographic analysis;
2. Transcription;
3. Dictations;
4. Lexical-grammatical analysis;
5. Statements.

Grammatical-orthographic and lexical-orthographic analysis takes into account the connection of orthography with grammar and lexis, the factors that determine students' activity in transcription and dictation, in particular, visual and gestural learning in transcription, auditory learning in dictation is taken.

Grouping according to the linguistic, grammatical, morphological and syntactic features of the method of working on word groups is the science of word groups. The division of words into groups according to their lexical-grammatical signs is based on 3 signs:

- 1) express, that is, an object, an action or situation, a sign;
- 2) morphological (system of different word forms);
- 3) syntactic signs.

Therefore, vocabulary should focus on understanding the generalized meaning of the words in the groups.

The lexico-grammatical group is studied separately when introducing elementary school students to word groups. Already at the stage of studying these word groups, students distinguish the main aspects of the concepts in a favorable condition for comparison and learn the following characteristics of nouns, adjectives, numbers, and verbs:

- what the word means (object, sign, action or state of the object);
- what question should be answered;
- in the sentence, it mainly acts as a part of the sentence.

Based on this knowledge, they compare word groups. As students learn, their knowledge of each word group gradually expands.

Spelling rules cannot be mastered without some knowledge of grammatical, phonetic, and word formation materials. Grammatical theory is the foundation for spelling rules. Therefore, in elementary grades, the spelling rule is studied depending on the grammatical theory that is the basis of this rule. For example, the rules for writing form-forming suffixes are included in the topics "Noun", "Adjective", "Number", "Personal pronouns", "Verb". This placement of the material ensures the study of grammar and spelling in a mutually dependent manner. Spelling rules are studied directly after the elements of grammatical theory. For example, after studying the classification of nouns with conjugations, the skill of writing conjunctive suffixes is formed. Studying the subject of "Adjective" includes writing the suffix -roq and adjectives such as qip-qizil, yum-yumaloq. Creates the basis for the writing of suffixes. This approach to teaching spelling rules is typical for learning all orthographic materials in primary grades.

In the 3rd grade native language textbook, spelling exercises such as adding the suffix -inchi(-nchi) to the countable numbers, making verbs by adding the formative suffixes -la, -illa(-ulla) to the base of the word cited.

In the 4th grade mother tongue textbook, possessive suffixes such as -m, -im, -ng, -ing, -si, -i, -miz, -imiz, -ngiz, -ingiz, -(s)i, -(lar)i are added to nouns, - There are exercises related to spelling in word groups such as adding the accusative case to -ga(-ka, -qa), adding agreement suffixes to personal pronouns, and using verbs with person-number suffixes.

In conclusion, it is necessary to introduce elementary school students to vocabulary and to expand their imagination and knowledge about vocabulary, which will be the basis for their good and high-quality mastering of lessons in higher grades. The teacher consistently uses all types of spelling rules, taking into account the purpose of the lesson and the stage of work on skill formation. Analysis is one of the types of orthographic exercises aimed at enriching students' vocabulary and developing connected speech. Analysis is carried out at the final stage of learning orthographic topics, after students have learned the rules and learned to apply them.

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