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# Methodology for Improving and Developing Spelling Literacy of Primary School Students

**Nodira Sultonmuratova**

Master's student, International Nordic University

[sultonmuratovanodira@gmail.com](mailto:sultonmuratovanodira@gmail.com)

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**Abstract:** This article provides a scientific-theoretical and practical analysis of the methodology for improving and developing spelling literacy of primary school students. Spelling literacy is one of the main components in forming students' language competence in primary education and ensures accuracy, logical coherence, and grammatical correctness of written speech. The study examines effective methods of teaching spelling rules, analysis of phonetic, grammatical, and morphological errors made by students, and the influence of modern pedagogical technologies. Experimental results showed that the combined use of interactive methods, differentiated instruction, ICT tools, and error-analysis methodology significantly improves students' spelling literacy.

**Keywords:** spelling literacy, primary education, written speech, differentiated instruction, error analysis, ICT, pedagogical technologies.

## 1. Introduction

In the primary education system, the formation of spelling literacy forms the foundation of students' overall language competence. A student who has mastered spelling norms can express ideas clearly, logically, and grammatically correctly in written form. This is important not only for mastering the native language subject but also for learning other subjects. Educational reforms currently emphasize improving literacy as a priority task. However, observations show that the number of spelling errors among primary school students remains high, especially phonetic, grammatical, and morphological errors.

The problem is that traditional teaching methods are often limited to dictations and written exercises. Students memorize spelling rules mechanically but face difficulties applying them in practice. Therefore, the purpose of this research is to develop effective methodological approaches to improve spelling literacy and determine their practical effectiveness.

## 2. Research Objectives

identify and classify spelling errors in primary school students;

evaluate effectiveness of modern pedagogical methods;

develop methodological recommendations based on differentiated and interactive approaches.

## 3. Methodology

The study applied theoretical, empirical, and experimental methods.

Theoretical methods

- analysis of methodological literature;
- study of state educational standards;
- comparative analysis of spelling rules and linguistic sources.

Empirical methods

- classroom observation;
- teacher interviews;
- testing and diagnostics;
- monitoring written works.

Experimental method

The experiment was conducted in three stages:

- Stage 1 – Diagnostic: initial spelling literacy level identified.
- Stage 2 – Practical: application of:
  - differentiated instruction;
  - game-based technologies;
  - ICT exercises;
  - error analysis;
  - types of dictation (listening, creative, retelling).

Stage 3 – Analytical: comparison of initial and final results..

#### 4. Result

The study revealed:

62–68% phonetic errors;  
45% grammatical errors;  
38% morphological errors.

After implementation:

phonetic errors decreased by 33%;  
grammatical errors by 29%;  
morphological errors by 25%.

Additionally:

motivation increased;  
logical structure of written speech improved;  
independent learning skills developed.

Error-analysis methodology showed the highest effectiveness, forming self-control skills.

#### 5. Discussion

Spelling literacy development requires a комплекс approach. Dictation alone is insufficient.

Differentiated instruction proved effective because it considers individual learning pace. Game-based methods increased engagement, while ICT provided visual explanation of sound-letter relationships. Error analysis developed reflective thinking and stable knowledge formation.

#### 6. Conclusion

Improving spelling literacy is a crucial task in primary education. The combination of traditional and interactive methods, differentiated instruction, ICT use, and systematic error analysis significantly increases students' spelling literacy.

Future recommendations:

update methodological manuals;  
integrate spelling exercises into interactive platforms;  
improve teacher training;  
expand differentiated instruction.

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