

The Role of Grammar Exercises in Developing Spelling Skills of Primary School Pupils

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Annotation: This article highlights the significant role of grammar exercises in developing the spelling literacy of primary school students. It analyzes the importance of grammatical knowledge in the process of mastering spelling rules, the impact of various grammar exercises on the development of spelling skills. Additionally, it provides practical recommendations and examples of exercises that teachers can effectively use in the classroom. The article substantiates the necessity of a systematic and purposeful application of grammar exercises in enhancing the spelling literacy of primary school students.

Key words: primary school, student, spelling, spelling literacy, grammatical exercises, grammatical knowledge, teaching methodology.

Introduction

Currently, the education system places special emphasis on the comprehensive development of primary school students. In this process, shaping their language competence, particularly the solid acquisition of literacy fundamentals, is of paramount importance. Spelling, as a constituent part of literacy, plays a significant role in students expressing their thoughts clearly, fluently, and grammatically correctly. By thoroughly mastering spelling rules, students not only acquire error-free writing skills but also develop their linguistic intuition and logical thinking abilities[1].

In this regard, the use of various pedagogical methods and tools in developing the spelling literacy of primary school students is a pressing issue. Research conducted in linguistics and pedagogy shows that grammatical knowledge holds an important place in the formation of spelling skills. Understanding grammatical rules and being able to apply them in practice helps students consciously remember the correct spelling of words[2].

This article aims to scientifically and theoretically justify the role of grammar exercises

in shaping the spelling literacy of primary school students. The article examines the role of grammar exercises in developing spelling skills, their types, and ways to use them effectively in the classroom. Practical recommendations for primary school teachers will also be developed. Our goal is to help primary school students achieve success in their future educational activities by developing strong spelling skills.

Analysis of literature on the topic. The issue of developing spelling literacy in primary school students has been the subject of numerous studies in pedagogy and linguistics. The analysis of literature in this direction shows that the methodology of teaching spelling is constantly being improved, adapting to the age characteristics and assimilation level of students.

In Uzbek linguistics, the methodological developments and research of such scientists as S.I. Lisenko, M.S. Tojiboyeva, and Sh.S. Safarov on teaching spelling in primary grades hold an important place. In the works of these researchers, special attention is paid to the principles of consciousness, systematicity, and consistency in mastering spelling rules. Additionally, the types of spelling exercises, methods of organizing them, and ways to increase their effectiveness are thoroughly analyzed.

In the field of pedagogy, the works created by scientists such as O. Qodirova, N. Muslimov, M. Xolbekov, and Sh. Yoqubov on the methodology of primary education highlight the psychological and pedagogical foundations of teaching spelling, strategies for developing spelling skills taking into account the characteristics of students' cognitive development. In particular, their works specifically note the positive impact of playful exercises, didactic games, visual aids, and interactive methods on spelling acquisition.

Foreign literature also contains numerous studies dedicated to the development of spelling literacy in primary school students. These studies have examined the effectiveness of various spelling teaching models, including phonetic, morphemic, and visual methods. Furthermore, the reasons for spelling errors, ways to eliminate them, and the importance of a differentiated approach have been analyzed. For example, the research of American scientists D. Gunning and B. Shaywitz highlights the advantages of a multisensory approach in learning to spell, which involves the combined use of seeing, hearing, and movement.

An analysis of the literature on the impact of grammar exercises on spelling literacy indicates that understanding grammatical rules helps in remembering the correct spelling of words. Knowledge of word structure (root, affixes), parts of speech, word combinations, and sentence structure is crucial in preventing spelling errors. From this perspective, integrating grammar exercises into the spelling teaching process not only strengthens students' grammatical knowledge but also significantly improves their spelling skills.

In general, the analysis of the literature on the topic shows that developing the spelling literacy of primary school students is a complex and multifaceted process that requires deep

theoretical knowledge, methodological skills, and a creative approach from the teacher. By effectively implementing grammar exercises in the learning process, it is possible to significantly develop students' spelling skills.

Research methodology. The purpose of this study is to determine the role of grammar exercises in developing the spelling literacy of primary school students and to evaluate their effectiveness. To achieve this goal, the following methodological approaches and methods were used:

Theoretical Analysis: Scientific-pedagogical and methodological literature, dissertations, articles, and other sources related to the research topic were analyzed. Through this, the theoretical foundations of the topic were studied, and the relevance and the degree to which the problem has been studied were determined. Various methods of teaching spelling and existing views on the impact of grammar exercises on spelling skills were also examined[3-5].

Pedagogical Observation: Mother tongue lessons conducted in primary grades, especially the process of performing spelling exercises, were directly observed. During the observation, teachers' methods of using grammar exercises, students' activity in performing exercises, and changes in their spelling skills were recorded[6].

Interview: Interviews were conducted with primary school teachers on the research topic. During the interviews, teachers' experiences in teaching spelling, their opinions on the effectiveness of grammar exercises, the problems they face, and ways to solve them were identified.

Testing: Diagnostic and control tests were conducted to determine the level of spelling literacy of primary school students. The test assignments were compiled in accordance with the curriculum and aimed at checking various spelling rules. Test results were analyzed using statistical methods, and the impact of grammar exercises on students' spelling skills was evaluated[7-9].

Pedagogical Experiment: To implement the practical part of the research, experimental and control classes were organized. In the experimental classes, grammar exercises were used more extensively and systematically in the process of teaching spelling. In the control classes, traditional teaching methods were applied. During the experimental testing, changes in the spelling literacy level of students were regularly monitored, and the final results were compared[10].

Statistical Analysis: The collected empirical data (observation results, interview records, test results) were analyzed using methods of mathematical statistics. Through this, the impact of grammar exercises on spelling skills was quantitatively determined, and the reliability of the results obtained was evaluated.

The combination of these methodological approaches and methods allows achieving

the research goal, solving the tasks set, and obtaining reliable results.

Analysis and results. The analysis of the data collected during the study showed that grammar exercises play an important role in developing the spelling literacy of primary school students. The main analysis results of the study are presented below:

Results of Pedagogical Observation: Observations showed that the majority of teachers use grammar exercises in the process of teaching spelling, but the extent and methodology of their application vary. Some teachers use grammar exercises mainly episodically to reinforce spelling rules, while others systematically conduct them as an integral part of the lesson. In classes where grammar exercises were used systematically, students showed higher activity during the lesson and demonstrated better results in mastering spelling rules[11-13].

Interview Results: Interviews conducted with teachers showed that, in their opinion, grammar exercises help students understand the composition of words, their grammatical forms, and the relationships between them. This, in turn, leads to a decrease in spelling errors. Teachers especially emphasized the effectiveness of grammar exercises such as word formation, word change, and sentence analysis in developing spelling skills. However, they also noted the complexity of some grammatical topics for primary school students and the need to organize exercises in an engaging manner.

Test Results: The results of diagnostic tests showed that the level of spelling literacy among primary school students is different. Students who had a good grasp of grammatical concepts also showed high results in spelling tests. Control tests showed a significant increase in the spelling skills of students in the experimental class where grammar exercises were used systematically (see **Table 1**). In the control class, spelling indicators remained relatively unchanged.

Table 1: Test results of students in experimental and control classes (in percent)

Classes	Diagnostic test (average score)	Control test (average score)	Growth (%)
Experimental	65.2	82.5	17.3
Control	63.8	68.1	4.3

Note: The scores shown in the table are averages.

Pedagogical Experiment Results: The variety of grammatical exercises used in the experimental class during the experiment (exercises aimed at enriching vocabulary, morphemic analysis of words, identifying parts of speech, exercises related to sentence formation and analysis) helped students consciously master spelling rules. Students not only learned to remember the correct spelling of individual words but also achieved an

understanding of word spelling through the application of grammatical rules. In the control class, since spelling teaching was mainly based on mechanical memorization, the growth in students' spelling skills was slower[14].

Statistical analysis results: Statistical analysis of the obtained test results showed that there is a statistically significant difference ($p < 0.05$) between the results of the control test of students in the experimental and control classes. This confirms that the grammatical exercises used in the experimental class were effective in increasing students' spelling literacy.

The analysis results show that the role of grammar exercises in developing the spelling literacy of primary school students is invaluable. Systematically and methodically correctly organized grammar exercises help students consciously master spelling rules, understand the structure of words, and as a result, develop error-free writing skills.

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