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Research Article

Causes of Spelling Problems in Primary Grade Students and The Use of Teaching Assignments to Eliminate Them

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ABSTRACT

This article examines the occurrence of errors in the written speech of primary school students due to regional dialect, orthoepic and phonetic problems, lack of vocabulary and individual problems, as well as ways to eliminate these problems using various teaching tasks, games and exercises. The article presents the negative effects of local dialects in some regions of Uzbekistan on the development of correct writing skills of primary school students, as well as teaching tasks and their results as a solution to this problem. In addition to the textbook, in native language lessons for primary school students, it is possible to solve spelling problems that arise in them more quickly and effectively by using educational tasks that develop correct spelling skills.

KEYWORDS

Primary education, correct spelling skills, spelling problems, educational tasks, schools of Uzbekistan, regional dialect, orthoepic and phonetic problems, native language lesson.

INTRODUCTION

Spelling plays an invaluable role in the daily life of each person, his way of life, his step-by-step development and activity in society. Because, in

every layer of our life, we need to be able to express our thoughts fluently and flawlessly, both orally and in writing. Unfortunately, not all individuals in society can express their speech without defects and shortcomings.

In our daily lives, we encounter some shortcomings when people express their thoughts in written form, both formally and informally. One of the factors that causes this is that the spelling and graphics of the Uzbek language have changed several times over the course of a century.

“The 20th century history of Uzbek writing was full of complex processes: during this century, writing was radically reformed three times - it was transferred from one graphic system to another. Such an event is rare in the history of writing of the peoples of the world.

An analysis of available sources and documents shows that the 20th century history of Uzbek writing includes four periods:

1st period - years based on Arabic graphics (1900-1929).

2nd period - years based on Latin graphics (1929-1940).

3rd period - years based on Russian graphics (Cyrillic) (1940-1993).

4th period - years based on dual writing (Russian-Uzbek and Latin-Uzbek alphabets) (since 1993)” [1, p. 61]

Indeed, the transition of members of society from one spelling and grapheme to another is a factor that leads to a decrease in their literacy level.

Another main reason for today's spelling problems is that people write words and sentences in the local dialect, that is, in the form of pronunciation in the region or district where they live, without

adhering to the norms of the literary language. We will not be mistaken if we say that this is the most common problem encountered by primary school students. After a student who has just started school, having learned to write letters and syllables, he writes his thoughts or sentences he has heard as he has heard and spoken them at home and in kindergarten for years. In order to correct this error and instill in the student the norms of the literary language, it is necessary to work with various materials and methods for some time.

METHODOLOGY

The correct writing skills of primary school students can be formed and tested in information technology classes, along with native language lessons, using programs that develop spelling rules on computers and various gadgets. The teacher can also hold various competitions to test the students' mastery of spelling rules.

First of all, spelling should be taught not as a separate section, but as a coherent part of each lesson. It is possible to teach the adjective phrase in one or two lessons, but spelling should be shown to the student as a part of writing from the literacy period. There are times when it is necessary to work individually with students who are slow to acquire certain knowledge and skills. As a result of the inability of some students to consistently apply the phonetic and orthographic process, students write the letters of the words they hear, often leaving out vowels. In such processes, the cooperation of teachers and parents gives good

results. Completing various educational tasks with parents at home outside of school gives the student not only the ability to write correctly, but also logical thinking and a sense of unity.

The following learning tasks can be given to the student to complete at home with his/her parents.

- 1) Ask your parents about their grandparents, write their names;
- 2) What village or city do you live in, describe its nature;
- 3) Do you or any of your relatives keep animals at home? What names did you give them?

Through this task, the student can mainly learn the spelling of capital letters.

Also, various learning tasks can be used to awaken feelings such as logical thinking and critical thinking in the student:

Task 1. Write their names under the pictures below, paying attention to the fact that the vowels A and O in these words are pronounced exactly in place of each other.



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Task 2. Make an oral story on the topic “Fruits are necessary for our health”, in which you will make sentences using the names of fruits with the vowels I and U. Write the names of the fruits in your notebook.

Example: grapes, dates, strawberries, plums...

DISCUSSION

In several districts of the Samarkand region, we witness the use of graphemes interchangeably in the written speech of primary school students in words containing the letters U (in the word "uzum") and O' (in the word "o'rdak"), I (in the word "ilon"), and E (in the word "echki") There are three sections in the grammar of each language, and these sections cannot be mastered by simply memorizing them. These are: phonetics, orthoepy, and orthography. Because these sections are precisely the sections that are studied practically, where the theoretical knowledge learned is applied

in practice by completing various exercises and learning tasks. Some teachers try to teach the section of orthography, the skill of correct writing, to students by memorizing words, but this is a wrong process. Because it is a well-known phenomenon that knowledge learned through mechanical memory leaves memory faster. If a student does not apply theoretical rules in practice by writing words in the text, he will not be able to master the orthography section well. First of all, it is necessary to explain to students the connection between sounds and letters from the period of teaching literacy. That is, each sound in the word that the student pronounces should be represented by letters in the writing process, and accordingly, it should be taught that we should get used to pronouncing each word correctly and fluently in the process of our speech, and that we should write these sounds and words in the same notebook. By organizing games using the letters of the alphabet, the student is trained to pronounce each letter

correctly. In this process, the phonetics and orthography sections are conducted side by side. The student tries to write the sounds and words he pronounces in the process of learning sounds and letters, but cannot fully perceive the sounds in this word, for example, the word byram can be expressed in writing as byram, bayrim, and in order to eliminate these errors, the teacher can give the student the task of saying and writing words starting with the letter k and ending with the letter a. In order to further interest the student, it is also good to give the student the task of creating various short words from a set of wooden and magnetic letters.

RESULT

Also, creating a personal “student dictionary” for the student, in which he writes and draws new, difficult-to-write words that he is learning, will help the student develop aesthetic pleasure, a sense of creativity, and spelling skills.

Developing students' correct writing skills through the extensive use of written work is also an effective method. In primary school students, such types of written work as dictation, statement, and simple essay are widely used. All types of dictation develop students' correct writing skills. If a student uses a copy dictation and writes out loud, the spelling of the words he is writing will be more firmly imprinted in his memory. Because during this process, the process of mastering spelling rules takes place through both the auditory and visual factors. “The visual factor is the viewing and copying of words that are difficult to spell. Copying

such words and sentences, visual dictations, posters and tables with the spelling of difficult words, highlighting the stressed letter in a different color play a special role.

The listening factor is the student must clearly hear and understand the words the teacher is saying. He must perceive the differences in meaning of sounds.” [3, p. 6]

The correct writing skills of primary school students can be formed and tested in information technology classes, along with native language lessons, using programs that develop spelling rules on computers and various gadgets. The teacher can also hold various competitions to test the students' mastery of spelling rules. There are three sections in the grammar of each language, and these sections cannot be mastered by simply memorizing them. These are: phonetics, orthoepy, and orthography. Because these sections are precisely the sections that are studied practically, where the theoretical knowledge learned is applied in practice by completing various exercises and learning tasks. Some teachers try to teach the section of orthography, the skill of correct writing, to students by memorizing words, but this is a wrong process. Because it is a well-known phenomenon that knowledge learned through mechanical memory leaves memory faster. If a student does not apply theoretical rules in practice by writing words in the text, he will not be able to master the orthography section well. First of all, it is necessary to explain to students the connection between sounds and letters from the period of teaching literacy. That is, each sound in the word that the student pronounces should be represented

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CONCLUSION

In general, students go through different stages in the process of forming and developing correct writing skills, in this process the teacher must be able to use technologies and methods appropriate to each stage, and also select the educational tasks presented to the student in accordance with his age. However, to develop correct writing skills, we use only textbooks, which leads to a slowdown in this process. If the teacher correctly directs various educational tasks to the student, then of course there will be a positive change in the spelling of each student.

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