

Formation of Written Speech in English in Primary School Students, Improving Students' Written Literacy through Finding Mistakes and Playing Games

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Abstract: *The article discusses the games and methods that can be used to help primary school students develop written speaking skills in English. Different methods of forming a written speech are studied and analyzed.*

Keywords— Written speech, formation, skills

INTRODUCTION

It is known that pedagogical factors in the upbringing of a harmoniously developed generation, including the formation of human and moral qualities: the character of the student, interest, ability to learn the language are individual and can be formed differently. Students' written speaking competence in English. These factors should also be taken into account in the formation of the student, because the student's character, abilities, attitudes to written and spoken English are different. This requires the teacher to take into account the pedagogical skills, individual characteristics of the student. The assignment of written literacy requires taking into account the interests and abilities of the student and, consequently, the choice of methods and forms of teaching. This imposes a high responsibility on teachers to act in accordance with this requirement. We, the teachers of foreign languages, also have the main task of teaching foreign languages to young people, to increase their interest in learning a foreign language. In teaching a foreign language, the priority is given to the educational and developmental goals of the student's ability to communicate fluently in a foreign language. However, in the process of learning foreign languages, along with the formation of oral skills, it is important to pay attention to the development of written speech. The study of writing is more difficult than other skills. It is always important to activate the student in the learning process. The teacher should theoretically and practically study the activation of the student in the organization of the educational process, which will help the student to develop different ways of working on the learning material. It is effective to use a variety of interactive word games to form a calligraphy. The use of different puzzle techniques is especially good for increasing students' interest and involvement in the lesson, as most students are very interested in completing puzzle tasks. The following interactive way to find errors and increase students' written literacy through play. The use of oats in the classroom gives effective results:

1.What's wrong? (What's wrong?)

This method helps to keep the correct spelling of words in the minds of students and helps to increase students' interest in the lesson.

e.g. b.ok - book

Copy book

This method can also be used to check how new words are learned.

2. Scrambled words. According to the rules of this game, the teacher alternates the letters of the words in the words and writes them on the board or gives them to students as a handout. The list should be based on one topic and students should be warned about it. Students will need to put the letters in their places for a certain period of time. As a result, students will try to spell the words correctly. This game will give good results if it is used in the organizational part of the lesson or in the reinforcement process. It encourages students to memorize words well and also helps to develop written literacy.

e.g. Epn-pen.

Enclip- Pencil.

3.What's missing? (This is what is missing?). This method also helps to increase students' written literacy. The teacher writes the words on the board or on a piece of paper and puts a full stop instead of some letters during the writing process. Students have to fill in the blanks with the appropriate letters.

e.g. c.opy.ook - copybook.

Ta.le - table.

4.Am I lying? (Am I lying?) To use this method, the teacher distributes pre-prepared texts to the students. A picture corresponding to this text is hung on the board. For example, a picture of a dog and a cat is placed on the board. The place of words is left open. The teacher explains the terms of the task. According to the condition, students have to listen to the text and fill in the blanks. The teacher has the text in his hand. should contradict each other, ie if the cat in the picture is brown, its color should be described as yellow in the text. Students should listen to the text and fill in the text in their hands according to the picture in the picture. This method also develops students' listening skills. It also helps to increase vocabulary. Pictures and text should be chosen according to the age and level of students.

5. 10 Objects. Through this game we can test our students' memory and vocabulary and written literacy. We will need 10 items in the classroom. For example, we will use teaching aids. We put the objects on the table and call our students and ask them to look at the objects on the table. In a minute we close the objects. Then the teacher writes the list of items on the board, students are asked to check it themselves. Or the teacher reads the words one by one and marks the correct ones. In this case, we can increase the number of items according to the age of students.

6. Find the opposite. (Find the reverse) To use this method, students are given a text and the adjectives in the text or words in another category are written in bold. Students read the text and reverse the words. This method also helps students to develop written speech, increase vocabulary and develop reading skills.

I'm **shorter** than my friend-I'm taller than my friend.

I tried these methods in my own experience. I used these methods mainly as part of the lesson reinforcement, as an independent work in the circle. The effectiveness of the formation of students' written literacy will increase if the development of written speech is organized in such a way as to increase and activate the interest of students. The formation of written speech competence in students. By giving students creative assignments that require creativity, they can develop the qualities of diligence in language learning.

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