

Methodology of Learning Orthography

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Abstract: *Based on the psychological nature of orthographic skills, the teacher determines the methodology of working on the formation of spelling skills in younger students. Orthographic skill is a special speech skill. Correct writing special speech activity; each act of writing is a complex action, and speech is based on it. Orthographic skill as a component of speech activity, syntactic of the sentence from the point of view of correct construction, methodical and accurate use of the word was also included.*

Keywords: spelling, spelling skills, spelling exercises, transcription, dictation, educational dictation, checking dictation, grammatical-orthographic analysis, lexical-orthographic analysis, complex exercises, statement, essay, creative, independent tasks, test, word formation, vocabulary, spelling rules, spelling principles.

INTRODUCTION

Orthographic skill is a complex skill, which is created in the process of long exercises and is based on phonetic analysis of the word, determination of its morphemic composition, skills, etc. Psychology defines competence as an automatic movement, that is, a conscious movement that gradually becomes automatic as a result of exercises. Automatization depends on the ease and difficulty of the learned orthographic rule. Spelling skills are not automatically calculated by their nature. The skill based on the qualification is strengthened, improved, rounded (movement accelerates, becomes more precise, is performed convincingly and economically); therefore, at the same time, the structure of the activity is reconstructed: working with a small unit is transferred to working with larger, whole, connected units (for example, copying a word by letter, with copying by syllables, then a word z is replaced by complete copying, and then by complete copying.) One spelling skill becomes automatic, another phenomenon related to spelling is learned, and gradually the skill of writing the word correctly is formed. In general, writing remains a conscious process as a complex act. [1]

Thinking activity is required from the student for the formation of correct writing skills. Not only study and memorization, but also analysis and synthesis are applied in order to master a correct writing event. In this case, the use of the method of comparison to determine the similarities and differences of grammatical and orthographic phenomena, and the use of exercises to divide words and word forms into certain grammatical or graphic groups, systematize, explain and prove play an important role. [3]

Thus, in teaching orthography. like teaching grammar, it is necessary to gradually improve students' analytical-synthetic activity.

Formation of correct writing skills in students is based on mastering grammatical theory and spelling rules. Spelling rules regulate the writing of not only one word, but a whole group of words that have something in common. With this feature, the rule saves the letter writer from having to remember every word and follow the rule in accordance with the established rule. allows you to write a whole group of words.

The spelling rule unifies the spelling of words united on the basis of grammatical commonality. This facilitates written communication and emphasizes the social importance of spelling rules.

II. MATERIALS:

Spelling rules cannot be mastered without a certain knowledge of grammatical, phonetic, and word formation materials. Grammatical theory is the foundation for spelling rules. That's why spelling rule is studied in primary classes 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 one connection.

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 topic "Adjective" to write the suffix -roq and adjectives such as "red-red", "yum-round", studying the topic "Verb" add infinitive (-ma) and past tense (-di) creates the basis for the writing of suffixes. This approach to teaching spelling rules is typical for learning all orthographic materials in elementary grades. [1]

Working on spelling rules is a complex process, revealing the essence of the rule, students learning the expression of the rule, applying the rule to writing experience are its main components.

Unraveling the essence of the rule means explaining which part of the word, which word group or grammatical form the rule governs writing, and which symbols are leading in this. When choosing material to familiarize students with the rule, the teacher must take into account these leading signs. For example, when a suffix is added to the words ending with softening sign (ь), when revealing the essence of the rule about not writing softening sign (2nd grade), students say a word that ends with softening sign, then under the guidance of the teacher they make sentences with words. The teacher writes on the board: camp, grand piano. I was in the camp. The star plays the piano well. In camp-camp, they compare the words of royal-royal; they analyze the words "lager" and "royal" according to their composition and say that "lager", "royal" is the root, "da" and "-ni" are suffixes. The teacher instructs the students to think about what changes happened when adding an addition to these words. A problematic situation is created. Pupils observed such a situation even in the 1st grade, so they can explain it with understanding. The conversation is concluded. [3]

The expression of the rule is worked on according to the textbook. It is important for students to understand the structure of the rules. Therefore, the rule in the textbook is divided into parts. (Actually, the students complete this task during the exercise.) By giving an example of the learned rule and performing various exercises, the students apply it to the new language material, i.e. writing experience.

The method of working on the rule is chosen depending on the nature of this rule. For example, the writing of the suffix (-ma) can be taught deductively. It is appropriate to explain inductively the rule that the suffix (-ga) is added to nouns ending in -q, and -ka to nouns ending in -k.

If students perform tasks that help them distinguish the main idea of the rule, it will be easier to master it. Because children work with specific material and while analyzing it, they distinguish the important aspects of the rule, they consciously master the rule. Something, for example, the pronunciation and writing of words, word groups, parts of words, increases the mental activity of students. In this case, it is also important to clearly write down the special symbol of the rule. The teacher's questions help to distinguish the important idea reflected in the rule. These questions, in turn, are considered as a rule-making plan.

Along with collective work on the rule, it is also possible to apply the method of independent work using the textbook.

Learning the new rule relies on the learned knowledge.

For this purpose, the new rule is connected with previously learned rules. In this case, the method of contrast or comparison is used and similarities are identified. For example, when mastering the writing of the accusative case adverb, it is compared with the previously learned nominative case adverbial, and it is determined that the accusative case adverb means that the noun is controlled by the verb.

Knowing the rule depends on students having a clear idea about it. The clear image formed on the basis of the rule is expressed in words. Therefore, students should not be asked to memorize the rule, but the features of correct writing of the word should be explained again on the example of concrete material.

Orthographic skill is an automated component of conscious speech activity. In order to automate the activity, goal-oriented exercises are performed for a long time. Orthographic exercises are focused on applying the rule in the appropriate place, defining the connection between its parts, including them in a common, unified activity system, determining the essence of the rule for students and forming it. Only during the period of application of the rule to writing, its content will be mastered more deeply.

III. METHODS:

In the methodology, orthographic exercises include: 1) grammatical - orthographic analysis; 2) transcription; 3) dictations; 4) lexical-grammatical analysis; 5) include statements. In grammatical-orthographic and lexical-orthographic analysis, the connection of orthography with grammar or lexis, factors that determine students' activity in transcription and dictation, in particular, visual and hand-motion learning in transcription, dictation auditory training is taken into account.

To copy is to give the word, sentence, text perceived by looking at the writing in written form. In elementary grades, the writing skill should be formed by observing the rules of spelling and grammar, without allowing corrections and in an orderly manner, without omitting letters, without replacing them, and using punctuation marks correctly. In order to develop this skill in students, the teacher consistently teaches them writing by copying from the alphabet period. The following are the main rules for the formation of copywriting skills in students:

1. Before you copy and write, read everything you are going to copy.
2. Divide the words in each sentence into syllables and say them in syllables.

3. Compare what you copied with the original.

You can use words, separate sentences and small text for transcription.

Depending on the goal set by the teacher, it is prepared before copying; exercises such as reading difficult-to-spell words, justifying why the word is spelled like that, and determining the words to be written based on the learned rule are used. In order to determine the extent to which this skill has been formed, a control (inspection) is copied and recorded.

Copywriting exercises are carried out along with tasks related to grammatical, lexical or word formation. This allows you to learn the application of the spelling rule, because the nature of the task requires the activation of grammatical and phonetic knowledge, which is the theoretical basis for the formation of orthographic skills. In addition to these, complex exercises together with orthography allow you to perform speech development tasks. Examples of complex exercises:

1. Transfer. Determining cognate words and separating the stem.
2. Copying the omitted suffixes, saying what kind of suffix it is; explain the writing.
3. Find and copy the word suitable for the content of the text from the words given in brackets. Explain to which word family this word belongs, how it is written.
4. Compose and write sentences from mixed words.
5. Compose a connected text from random sentences.
6. Selective transfer. (Copy a specific set of words from the given sentences or text; phrases made up of a noun and a verb, or a noun and a noun, or an adjective and a noun).

Dictation is the writing down of words, phrases, and texts that have been perceived by hearing. Different types of dictation are used as an orthographic exercise.

Emphatic dictation is used in order to better understand the methods of applying the rule. Before writing the text, in the process of writing it, as in expository writing, students explain how to write a word and why it is written that way.

Pupils read and memorize (perceive by sight) a text containing words written on the basis of a learned orthographic rule by their own dictation or writing by heart, or listen and memorize (perceive) under the guidance of the teacher. then they write independently, dictating to themselves.

In explanatory dictation, after writing sentences or a complete text with a dictation, students remember the necessary rules, explain and prove the spelling of some words. In this type of dictation, students collectively check what they have written, which draws children's attention to the learned orthographic rules. In the process of writing the text, they underline the words written based on the checked rule; after writing the dictation, they check that the marked words are spelled correctly. [2]

IV.DISCUSSION

In selective dictation, students do not write all the dictated sentences or text, but only the part that corresponds to the teacher's task (words and phrases written based on the learned rule). For example, writing only words with capital letters (1st grade), writing the word in the indicative case with the noun it is connected to, or writing the word in the accusative case together with the verb it is connected with (3rd grade). Elective dictation increases students' orthographic skills. [4]

A small 3-5-part text (with paragraphs) is chosen for free dictation. The teacher first reads the text expressively once (a discussion can be held regarding the content of the text, some rules may be reminded); then after the first part of the text is read again, the students write its content. In this case, they are given the freedom to change the structure of the sentence, to replace one word with a word with a similar meaning, without breaking the content. Free dictation not only serves to strengthen the rules of spelling, but also increases students' speech and develops their thinking ability. Picture dictation is performed by showing the picture of the object or itself: the picture of the object is shown, the students say its name and write down a comma, and so on. (It is reminded that the first word is written with a capital letter, and the rest are written according to the rule). The purpose of the picture is to check the rules learned in dictation, especially the spelling of difficult words learned during the school year, and to test how the students mastered them.[2]

V. RESULTS:

Inspection or control dictation is conducted in order to determine to what extent the students have mastered the rules that have been recently learned and previously learned and strengthened by exercises. First, the text is read once, then sentences, if the sentence is 5-6 words, 2-3 words are written by dictation.

The teacher consistently uses all types of dictation, taking into account the purpose of the lesson and the stage of work on skill formation. [4]

VI. CONCLUSION

Statement, essay, independent works are one of the types of orthographic exercises aimed at enriching students' vocabulary and developing their connected speech. They are held at the final stage of learning orthographic topics, after students have learned the rules and learned to apply them. The correct application of learned orthographic rules when writing them shows that they have been consciously mastered.

Spelling tests also reinforce spelling skills.

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