



EFFECTIVE WAYS AND TECHNIQUES FOR FORMING SPELLING SKILLS IN YOUNGER SCHOOLCHILDREN

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ABSTRACT: - The article substantiates the importance of the formation of spelling skills in primary school students and clarifies the methods and techniques for their formation.

KEYWORDS: Spelling skill, non-standard lesson, formations, methods, correctness of speech.

INTRODUCTION

Spelling training suggests that the formation of spelling skills is a rather long process, which, for a more complete study of spelling rules, sets the task of constant exercises. Thus, due to the duration and the need for constant reinforcement, the task of developing spelling skills in younger students remains one of the most difficult, which is aggravated by the insufficient development of the topic in the scientific literature. Currently, more and more attention is being paid to the study of Russian spelling, primarily in the applied aspect, therefore, a special place is occupied by the general system for the formation of spelling skills. In turn, the most important role in it belongs to the primary classes, because it is

from this moment that the foundations of literacy are laid, here children first encounter the concepts of “correct speech”, “literary language norm”. The word “spelling” denotes the set of rules and traditions that guide each a person who writes in a given language, and which perform an important function: they ensure the unity of spellings and an accurate understanding of what is written.

Skills are “automated components of an activity that are developed in the course of its implementation”. This definition is of the most general nature and conveys the psychological basis of skill as a means of achieving any activity. As the skill develops, unnecessary movements and operations are eliminated, individual operations and movements merge

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into one complex action, consciousness is increasingly directed not to the methods of action, but is transferred to its results, operations (motor, intellectual) begin to be carried out faster, self-control improves. To find ways to form literate writing skills, it is important and necessary to reveal the essence of the concept of "spelling skill". "Spelling skill is a special kind of skill that is the skill of writing."

"Spelling is a complex skill, it includes the skill of writing; the ability to analyze the sound composition of words; the ability to establish the morphemic composition of a word and isolate a spelling from a word that requires verification; the ability to apply the right rule to it and, finally, write the spelling correctly". In this series of skills, spelling vigilance occupies a central place - the ability to detect those places in words where the written sign is not determined by pronunciation. Spelling vigilance is the ability to distinguish which sound is in a strong position and which one is in a weak position and can be indicated by different letters with the same sound. Spelling insight is not feasible in the absence of understanding the essence of the spelling. It should be noted that the idea of the spelling is considered an important definition that characterizes the conscious mastery of the generally recognized standards of spelling by students. The original one, who concentrated his interest in the importance of distinguishing spelling and simple compositions in order to effectively develop spelling abilities at school, was M.V. Ushakov. The famous linguist and methodologist believed that, recognizing compositions "characterized and not characterized in any way by pronunciation, I pass the line further, in which place the given is actually necessary." selection of the correct letter from some probable ones, with incidents of a suspicious composition. Another

skill that is important for the development of spelling abilities is the ability to distinguish spellings, in which case it is possible to establish their appearance and compare them with a specific position. On the one hand, the influence of distinguishing (differentiating) orthograms is similar to the impact of recognizing a certain orthogram, thus it will also require students to master a set of properties.

On the other hand, among the skill to identify orthograms and distinguish them, there are significant differences. If for the purpose of staying the spelling it is enough for the students to feel the variability (doubtfulness) of this or another composition, in this case the ability to recognize, establish the spelling takes into account the inherent selection of the properties of the spelling. For the purpose of this, the student not only reinforces the presence of the spelling, but is also obliged to explain why the spelling is in this section in the word (or among the texts). Thus, this influence can be considered conscious. Determining the similarity and difference between the skills to identify and distinguish orthograms, it is necessary to highlight their close relationship. In order to successfully recognize the spelling, students should understand what to emphasize in the language material used, which properties reinforce the presence of the problem of the presence of the spelling. Directly for this reason, the properties of orthograms must be named. Influence according to the detection of orthograms is performed in the initial stage of consideration, which is called determinative. At the same time, students can focus on signs that have received the appropriate name (identification).

By definition, I.P. Podlasova, "a non-standard lesson is" an impromptu training session that has a non-traditional structure, content and

forms that arouse the interest of students, develop their creative potential and contribute to their optimal development and education. The enterprise of non-standard developmental teaching also implies the formation of circumstances for the purpose of mastering by adolescents the ways of intellectual work. Learning to stand out not only guarantees the latest degree of development, but also provides significant changes in the intellectual formation of adolescents, as a result of which they create the strongest, most thorough knowledge. Having mastered these methods, students become the most independent in solving various training tasks, have every chance to expediently create their own work in accordance with the development of the latest knowledge. From my skill, I see that due to non-standard lessons, students learn the microprogram material used faster and more correctly.

An analysis of pedagogical literature made it possible to identify several dozen types of non-standard lessons: 1. Lesson - like "immersion" 2. Lesson - similar to a performance 3. Lesson - like a press conference 4. Lesson-competition of teams 5. Lesson of the KVN type 6. Theatrical lesson 7. Computer lesson 8. Group form lesson 9. Mutual learning lesson 10. Creative lesson 11. Lesson taught by students 13. Lesson-test 14. Lesson-doubt 15. Creative report 16. Lesson-competition 17. Lesson-generalization 18. Fantasy lesson 19. Lesson-game, business game 20. Lesson-court 21. Lesson -concert 22. Lesson-dialogue 23. Lesson "The investigation is carried out by experts" 24. Role-playing game 25. Integral lesson 26. Lesson - "circular training" - start 27. Interdisciplinary lesson - all disciplines 28. Lesson-excursion such as travel 29. Lesson - game "Field" 30. Lesson sold out 31. Lesson "What? Where? When?" 32. Lesson - literary

living room 33. Teleconference lesson 34. Internet lesson 35. Fairy tale lesson 36. Fair lesson 37. Examiner lesson 38. Expedition lesson 39. Lesson - "Club of whys" 40. Lesson - "Eureka » 41. Lesson - meeting 42. Film lesson, video lesson, etc.

Of course, in elementary school, all of the listed types of non-traditional lessons are not used. In the practice of school work, many of these non-traditional forms of education are often used only as an element of the lesson. So, a characteristic feature of the modern lesson in elementary school is the inclusion of the game in its design as one of the structural elements. According to N.I. Semyashkina, "play is a teacher's constant assistant in working with primary school students". A teacher with extensive experience believes that "during the game, children perform various exercises, strive to be fast, dexterous, collected. The game puts you in search conditions, arouses interest in learning, contributes to the development of thinking, memory, the formation of spelling vigilance"

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