

RESEARCH ARTICLE

Analysis Of Foreign and Domestic Experience In Developing Spelling And Spelling Literacy Skills In Primary Grades

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Abstract

This graduation qualification examines the theoretical and practical foundations of developing spelling and spelling literacy skills among primary school students. The study analyzes both foreign and local experiences in the formation of spelling literacy and highlights their role and significance in the educational process. In addition, effective methods and approaches to improving spelling skills in primary education are described. Based on the research findings, practical recommendations have been developed to improve students' spelling literacy.

KEY WORDS

Integration, integration approach, education system, interdisciplinary connections, pedagogical process, quality of education, graphic activity, multimedia tools, didactic possibilities.

INTRODUCTION

The issue of increasing students' spelling literacy in the process of teaching the native language to primary school students was considered in the 30s and 50s of the last century by A. Saadi, S. Dolimov; After the 1960s, it was studied by scientists such as Candidate of Pedagogical Sciences Y. Abdullaev, Doctor of Pedagogical Sciences K. Abdullaeva, Professor K. Kasimova, B. Turdiev, A. Gulyamov, M. Askarova, and T. Ziyodova. S. Dolimo noted methodological recommendations on the importance of students' speech proficiency in organizing written presentations and literary creative work [1-5]. K. Kasimova speaks about the methodology of organizing lexical exercises from the book "Working on vocabulary in 5th grade native language lessons [2]." "Mother tongue" as an educational subject should teach not only the acquisition of theoretical knowledge, but also the formation of skills for the practical use of language units necessary for a person throughout their life [3].

B. Turdiev's manual "Practicum on the Development of Written

Speech" covers general theoretical issues of written speech, auxiliary written work, filling out written work papers related to independent work on a book, and teaching how to write essays and essays.[6]

The issue of spelling literacy is considered separately in the textbook "Methodology of Teaching the Native Language in Primary Grades" by T. Ashrapova and M. Odilova. It should be noted that in the "Methodology of Teaching the Native Language" created under the main authorship of K. Kasymova, the methodology for developing the coherent speech of primary school students is separated as a separate section, and the methodological conditions, aspects, directions of speech development, as well as spelling literacy and calligraphy methodology are widely covered. M. Khamdamova's scientific work on the topic "System for Developing the Oral and Written Speech of Grade 1-2 Students" also includes research work aimed at developing a logical and scientifically grounded system for developing the

oral and written speech of Grade 1-2 students. N. Sattorova's research work, dedicated to the problem of forming essay writing skills in 5th-grade students, aims to develop students' skills in organizing collected materials, forming the text, and improving the written text. In our view, the researcher has taken the object of the dissertation too broadly; it is impossible to fully cover the methodology for forming all the listed skills in a single work.

In the manual "Methodology of Teaching the Uzbek Language," created by B. Tukhliev, M. Shamsieva, and T. Ziyodova, special attention is paid to the methodology of developing students' speech and enriching their vocabulary in connection with grammatical topics when preparing future specialists for school education. In our opinion, various exercises that ensure the acquisition of knowledge in all subjects taught in primary school are aimed at forming students' written literacy, correct pronunciation, and oral speech skills; along with enriching the vocabulary of students, mastering academic subjects and forming oral and written literacy is a fundamental condition.

Teaching orthography refers to the formation of students' spelling abilities and skills.

In pedagogical psychology, general didactics, and individual methodologies, great importance is attached to exercises for forming abilities and skills in teaching students.

According to P.V. Kopnin, it is a set of human thoughts formed through the assimilation of knowledge and theoretical material. Skill is the ability to apply acquired knowledge in practice, while skill is the ability to apply that ability automatically.

During the learning process, students acquire knowledge, skills, and abilities through the following interconnected stages.

Stage I. It begins with the acquisition and acceptance of knowledge, abilities, and skills. Admission is focused on a single goal and is carried out for a single purpose. Therefore, the topic, the purpose of the lesson, and future tasks are explained to the students. They are fully prepared to carry out theoretical, practical, and psychological educational work. Students familiarize themselves with educational materials, observe objects and phenomena, conduct experiments, and so on.

The capabilities of the sensory organs involved in students'

acquisition of knowledge vary. Scientists have determined that 90% of information about the objects and phenomena surrounding us is assimilated through vision, 9% through hearing, and 10% through other sensory organs.

This opinion is confirmed by the folk wisdom: "Better to see once than to hear a hundred times."

The capacity for sensory cognition is limited. Through the perception of things and phenomena, we cannot reveal their content, interconnection, and patterns.

Perception means understanding and understanding the meaning, interdependence, and patterns of things and phenomena. The one who reads is one thing, and the one who understands the meaning of every thing mastered is another.

The student may have read the material but may not have understood its meaning. To achieve this, acquired knowledge, skills, and abilities are selected, structured, and compared with the direct participation of students; key points are found, and new concepts are identified.

Stage II. In the educational process, great attention is paid to mastery and understanding. Because it is difficult to know everything through sensation and perception. Through assimilation, understanding, and thinking, we gain the opportunity to determine the meaning of things and phenomena deeply, fully, and correctly. Understood material is memorized and retained very easily.

The main task of this stage is to ensure that students remember the acquired knowledge, skills, and abilities and achieve their firm mastery. To achieve this, all types of oral and written exercises are performed, examples, problems, and tests invented by students are solved during the lesson, practical and corrective work is performed, and independent assignments are completed.

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