



SPECIFIC ASPECTS OF PROBLEMS INCURRED WHILE TEACHING ORTHOGRAPHY IN PRIMARY CLASSES

Ahmadjonova Mahfuza Egamkulovna

Senior Lecturer, Department of Primary Education, Kokand State Pedagogical Institute

ANNOTATION

The article discusses the integral and differential features of teaching spelling rules in primary school.

Keywords: *Orthography, rules of writing, methodological and spelling features, spelling, practical and theoretical knowledge*

According to the state educational standards of primary education, „mother tongue education expands children's thinking activities, enables them to express their ideas orally and in written form, to cultivate the skills required to communicate freely with members of society”. It is emphasized that the acquisition will serve to develop skills and competencies. This means that the development of the child's written speech is one of the most important tasks in the study of the native language. After all, a person's oral speech is only required if it is stylistically and grammatically correct in writing. The fact that the younger generation today finds a worthy place in life as highly intellectual, intelligent and enlightened, well-rounded individuals is also directly related to writing literacy, which is one of the conditions of culture and spirituality. A good knowledge of spelling rules is also necessary to become an equal member of society. Spelling literacy is closely linked to the development of a society, to the rise of its culture to a higher level, through which the progress of a nation can be assessed. Therefore, the issue of teaching the younger generation to read and write, developing its literacy is given serious attention from the primary school. One of the main tasks of mother tongue science, which is studied as a leading subject in primary school, is literacy. Accordingly, the bulk of the topics covered in elementary school mother tongue textbooks are spelling topics. Only during this period is the teaching of spelling rules based on the development of practical skills related to the spelling of more specific words, depending on the age of the students. depending on the age of the birds, sometimes expressed theoretically and sometimes practically. In this study, we divided these topics into two groups, those that are intended to provide direct and indirect knowledge:

1. If the spelling knowledge to be studied is specified in the textbook as a topic or rule, it is a topic intended for direct knowledge.

2. If the spelling knowledge to be studied is included in the textbook directly in the context of the exercise, that is, it is intended to provide theoretical information through practical training. If so, this is a topic for indirect knowledge.

The classification of the topics in the textbook into two groups, as above, fully meets the requirements of the curriculum set out in the unified state educational standards for primary school. The syllabus of the curriculum reads as follows:

“Primary information on phonetics, grammar, spelling and speech development in primary school is linked to the materials of systematic courses in the native language and literature taught in secondary schools,

and the Uzbek language. It covers a wide range of concepts related to different departments. In elementary school, students are introduced to the phonetic structure of words, the division of words into syllables and semantic parts, word groups and sentence types, a series of parts of speech. Get acquainted with the rules of writing.

The program "Phonetics, grammar, spelling and speech development" of primary school is based on the principle of step-by-step sequence, and the basic information on phonetics, grammar, spelling is the mother tongue taught in the upper grades. and is inextricably linked with the literature. The program includes sections on "Sounds and letters", "Word", "Speech", "Linked speech" and "Husnihat". At the end of the program, the words that are difficult to spell during the academic year are given in alphabetical order "[DTS 23-24]. As can be seen from the names of the program sections listed above, there is no separate section for spelling training, but correct spelling training is included in the program goal. The "Sounds and Letters" section of the program provides the following knowledge.

“Basic knowledge of sounds and letters is given in grades 1-2, based on the practical knowledge that students have learned in the process of teaching literacy, and skills and competencies related to them are developed. Sounds and letters, vowels and consonants, their literal expression; the concept of syllables, consonants and consonants is given. Words that differ in how children say and write based on this knowledge; pronunciation and spelling of vowels a and o, u and i; the spelling of the letters b and d, even if the consonant pairs p and t of the consonant b and d at the end of the word are heard; consonants d and t at the end of some words are dropped in pronunciation, but retained in writing; learn to pronounce and spell two identical consonant words side by side.

In grades 3 and 4, knowledge of sounds and letters is strengthened. The sound and letter analysis of words are improved, and attention is paid to the development of children's ability to hear speech. These, in turn, increase students' literacy, error-free copying, listening comprehension, and independent verification of their writing.

The work on sounds and letters is aimed at developing and improving the oral and written culture of young students.”

Based on the analysis of the program requirements and textbook materials, it is possible to see to what extent the teaching of the basic spelling rules of the Uzbek language in the "Spelling of letters" section in primary school is carried out. In the 2013 edition of the textbook of the native language for the 1st grade, created by T. Gafforova and co-authors, "Sounds and letters", "Word", "Speech, there are three sections. There is also a review at the end of the school year and a dictionary. In Grade 1, a total of 68 hours were allocated for phonetics, grammar, spelling, and speech development, of which 28 hours were devoted to the “Sounds and Letters” section. It is planned to teach the following knowledge.

„Sounds and letters. Vowels and letters; pronunciation and spelling of the vowels a and o, i and u, o and o. Consonant sounds and the letters that represent them. Pronunciation and spelling of some consonant sounds (d-t, b-p, z-s), d, t consonants that fall at the end of the word. Letter combinations: sh, ch, ng. Alphabet: the name of the letters. Uppercase and lowercase forms of letters. Write the words in alphabetical order.

A punctuation mark, its correct formation in the word structure. The function of the syllable in the word is to serve the long pronunciation of the preceding vowel and to pronounce the preceding syllable separately from the next syllable. Syllables. Break into syllables. Conjugation, non-conjugation of words

consisting of one vowel, suffixes, words with the same consonant from one line to another haul The transfer of words with the letter combination sh, ch, ng from one line to another "[DTS 29]. According to the program, in the section "Sounds and letters" of the 1st grade native language textbook, "Sounds and letters", "Vowels and letters", "Consonant sounds and letters", "Silence", "Alphabet", "Bog" There are 80 exercises on topics such as 'in', 'Word copying' and how to teach these topics. From the above topics, it is clear that the teaching of spelling in the 1st grade is practically taught only during indirect exercises. For example, Exercises 11 and 13 in the textbook are designed to teach the spelling of the letter a, that is, the spelling of a, although in some words it is pronounced close to o.

Exercise 11. Pronounce the sound a in the first syllable.

Rating, spring, state, world, cupboard, bathroom, air, Shavkat.

Copy. Check. Tell where the pronunciation can go wrong.

Exercise 13. Read and write a or o instead of dots.

The village of Khandaylyk is surrounded by mountains. Her h..vosi mus..ffo, sh..moli is cute. I like mountains.

In doing these exercises, the teacher explains the spelling of the letter a, although it is sometimes pronounced as o in oral speech, but in writing it is necessary to write a, so that the condition of the exercise is fully fulfilled.

Exercises 14 and 15 in the textbook are designed to teach the spelling of the vowels U and I.

Exercise 14. How many times can you say acceleration in one breath? Copy it and underline the words that are pronounced like that. Which of my points do you disagree with?

1. If the sparrow does not bite the sparrow, the sparrow will not bite the sparrow. 2. There are four net bags in Tursun.

Exercise 15. Read. Pronounce the vowel in the last syllable of the word. Copy it and underline it.

Sparrows, owls, nightingales, pheasants, eagles.

CONCLUSION

The above exercises are intended to teach the law of synharmonism in the Uzbek language, that is, the fact that if in the first syllable of the word there is u, and in the next syllable it is expected to be written as well.