



THE ROLE OF SPELLING IN IMPROVING STUDENTS' LITERACY

Khoidarova Iroda Valizhonovna

Associate Professor of Fergana State University

PhD in Philology

Usmanova Ozodakhan Jahangir kizi

Graduate student of Fergana State University

Abstract

The article discusses the role of spelling in improving students' literacy. The study of orthography department in connection with other related departments of linguistics, the rules of spelling were thoroughly discussed. Theoretical information is proved with the help of examples.

Keywords: literacy, spelling, orthography, phonetics, morphemics.

The word orthography is derived from the Greek words orphos - "right" and grapho - "to write", which means to write correctly. The term orthography is used in 2 different meanings. The meaning of orthography as a branch of linguistics is narrow, and in this section, the rules of correct writing of the language are studied. In the broad sense of this term, orthography (spelling rules) is used in relation to "a set of literary writing rules".

The department of orthography is studied in connection with orthography, phonetics, morphemics and other departments of linguistics. Its connection with orthography can be seen in the fact that it is compared to pronunciation when defining spelling rules. The connection with phonetics is seen through sound change phenomena. Similarly, the connection with departments such as morphemics, word formation, and morphology can be seen in the spelling rules for bases and suffixes and compound words.

Orthography and graphics are studied together in many literatures. The distinguishing features of orthography from graphics are as follows: the rules of the graphics department include the codification of the content plan (referent) of graphemes, while the rules of orthography are based on the selection of orthograms based on certain principles (principles of orthography). stage is taken into account. Spelling rules undergo changes as a result of the development of the language during its development. According to Shavkat Rahmatullayev, "The current written form of the Uzbek literary language has fallen into disrepair. Spelling rules are of great





importance in harmonizing the diversity of colloquial speech, raising one of them to the level of a literary norm, and correctly determining the relationship between the pronunciation and writing characteristic of colloquial speech and literary speech. The fact that the spelling rules of our language have been adopted several times can be the basis for these opinions. In the old Uzbek writing based on the Arabic alphabet, some work was done on spelling. From 1905-1907 (after freedom of the press and speech was achieved), advanced Uzbek intellectuals began to write in the press about reforming the form of some Arabic letters and some spelling rules. In this regard, they have organized activities focusing on literacy, reading and teaching, and for this purpose, a number of manuals have been created. In 1902, Saidrasul Saidazizov was the first teacher, in 1911, Abdulla Avloni was the first teacher, in 1912, the second teacher, M.M. Fakhridinov in 1913, "Turkish rule", Abdullahoja Saidmuhammad-Khojayevev in 1916. Guides such as "Rahbari Sani" are among them.

But those in power opposed it. They recognized Russian as the state language and emphasized that the spelling of other languages is unimportant. Even so, the attempts did not stop, and in 1923, a new Arabic alphabet was adopted at the conference held in the city of Bukhara. It was a reformed alphabet. At the same time, the first spelling rules were adopted.

After the independence of our country, writing issues were considered separately and the Uzbek alphabet based on the Latin script was switched. On August 24, 1995, by the decision of the Cabinet of Ministers No. 339, "Basic spelling rules of the Uzbek language" were approved. It consists of 7 sections and 82 clauses. In it, special attention is paid to all spelling standards in the Uzbek language. Anyone who has thoroughly mastered all the rules in it will learn the rich possibilities of the Uzbek language and achieve orthographic literacy.

Spelling literacy of students is not a process that is formed all at once. For example, spelling literacy is carried out sequentially and organically during the lessons of the mother tongue. If we pay attention to elementary school textbooks, the same topics for spelling are not included, but there are such topics, assignments, and exercises that students will have a hard time doing without mastering the rules of spelling. Those who have mastered the given rule related to the grammatical theory well, remember every word in the dictionary and consolidate it in their memory.

Spelling is difficult to master without some theoretical understanding of grammar, phonetics, and word formation, because grammatical theory is the key to spelling. That is why it is very difficult to teach spelling rules without grammatical theory. For example, after completing an exercise in which students are given words that must match the vowel "a" or "o", they are asked to find the vowel "a" in some words. It is





mentioned the rule that it can be pronounced in the style of "o", but the vowel "a" is actually written. Therefore, it is necessary to mention the rules of their spelling in the process of teaching the topics of agreements included in the 4th grade native language textbook.

Therefore, in the 4th grade, in the process of mastering the agreements one by one, the skill of writing the agreement suffixes is formed. For example, in the subject of the exit agreement, it is from the suffix of the agreement, and the words that received this suffix are from whom?, from what ?, Where? In response to the questions, after explaining the rules on the function of the secondary clause in the sentence, it is necessary to mention the following about its spelling:

1. When the consonant comes after vowels and voiced consonants such as y, m, n, ng, it is pronounced in the style of -dan and written like this: uydan, onamdan, nondan, taomdan (from home, from my mother, from bread, from food).
2. The final consonant after voiceless consonants and after voiced consonants coming at the end of some words is pronounced in the form of -tan, but it is actually written from. For example, Otdan (ottan) baland, itdan (ittan) past. (higher than horse, lower than dog).

Students will be able to consciously accept orthographic knowledge if they make a habit of doing the textbook exercises given to reinforce the rules based on the rules given by the teacher.

The requirement for the teacher is to take into account that teaching spelling is a somewhat complicated process, and choose convenient methods so that students can use the rules they have learned in writing. Based on the exercises given in the textbook, students should be given interesting independent tasks. For example, when studying the past tense, it is recommended that the 4th grade learn the following spelling rules:

1. The past participle of the verb -di is pronounced in the form -ti after voiceless consonants, but -di is written: **aytti — aytdi**, (told), **tushti — tushdi** (fell).
2. The suffix -gan of the past tense verb is pronounced -kan after voiceless consonants, but -gan is written. For example: **eshitkanman-eshitganman** (I heard), **keskan-kesgan** (cut), **tushkansan-tushgansan** (fallen), **bitkanmi-bitganmi** (finished) etc.
3. When the suffix -gan is added to verbs ending with the consonant "q", it is pronounced in the form -kan, when added to verbs ending in the consonant "k" it is pronounced in the form -kan and is written as follows: **chiq-chiqqan**, **boq-boqqansiz**, **cho‘k-cho‘kkan**.

In accordance with this rule, instead of dots, it is recommended to do the exercise of





copying the term sentences by putting the appropriate additions in parentheses:

1. Ular ovga Bayotni ham olib ketish...**(-ti, -di)**. **(They also took Bayot to the hunt)**
2. Hazrat Abu Ali ibn Sino fursatlari tig'iz bo'lgan kezlarda ham g'azal bit... **(-kan, -gan)**lar. – Hazrat Abu Ali ibn Sina wrote ghazals even when his time was tight. (Sayyor)

Thus, the spelling rules to be mastered in connection with the topics depend on the existence of a clear idea about it in the students. This is expressed in words. Therefore, students should not be required to memorize the rule, but should be re-explained by means of a reliable source about the features of spelling it correctly.

Regular study of spelling rules educates students to be observant, improves speech culture, develops thinking ability, enriches vocabulary, perfects literacy skills.

The teacher chooses the method of forming students' spelling skills based on the psychological nature of spelling skills. Spelling skill is also a special skill of speech. Correct writing is a special speech activity. From this comes the complex movement of the writing and the speech is based on it. Spelling competence has another feature, which is a concept that includes the ability to correctly structure a sentence syntactically, as well as the correct use of words and their forms, as part of speech activity. Spelling proficiency is a long process. It is formed during exercise. The basis of spelling skills is phonetically correct analysis of the word and determination of its morphemic content. In psychology, this is considered an automatic behavior. Because as a result of such skill training, automatic conscious action will pass. The automation process depends on how easy or difficult the spelling rule is to be learned.

As mentioned above, the formation of spelling literacy goes back to the knowledge of Grammatical theory. Spelling rules regulate the spelling of not only a specific word, but also words that have something in common. With the help of this feature, it is possible to avoid having to remember the spelling of each word, and to write down all the words related to it based on the established rule. Unification of the spelling of grammatically common words is also the basis of the spelling rule. This helps facilitate written communication and highlights the social importance of spelling rules.

As a result of the teacher's full and correct teaching of grammatical theory in the course of the lesson, he also builds a foundation for spelling rules. For example, the subjects of nouns, adjectives, numbers, personal pronouns, and verbs included in elementary school textbooks provide for teaching the spelling of form-forming adverbs. This structure of the textbook serves to teach the sections of grammar and orthography. When the student thoroughly learns the grammar theory, he learns the spelling rule directly related to it.





The main components of a spelling rule are: revealing the meaning of the rule, the student's learning of this rule, and its implementation in the writing rule.

In revealing the essence of the rules, it is important to explain which part of the word, which group of words or grammatical form governs the writing, and which characters are leading in it. When teaching students, of course, the teacher should choose a method taking this into account. In this case, it is appropriate to work according to the textbook. First of all, students should understand the essence of the rule. Then the students will have the opportunity to give examples of the learned rule and apply it to writing based on the exercises.

The methodology of working on the rules is determined based on its character. For example, if the infinitive suffix in verbs is taught deductively, the spelling of the adverbial suffix can be explained inductively. In addition, it is necessary to learn to distinguish what the main idea is when teaching the rule. Then it will be easy for them to learn. As a result, they can work with specific material, analyze it and divide it into important parts, and consciously master the rule. Students should also be taught to compare with each other. And to the question of why this is necessary, comparing the pronunciation and writing of words, word groups, and parts of words to each other increases the mental activity of the student. The questions asked directly by the teacher also helped the students to distinguish the important idea from the rule. In addition to independent work on the rule, you can also work in groups and teams. The choice of which one is made based on the method chosen by the teacher. For example, explaining the spelling of the accusative case is taught by distinguishing its similarities and differences with the nominative case, and comparing them to each other.

Adabiyotlar ro'yxati

1. Gulira'no, A., & Xoldorova, I. (2022). USLUBIY FIGURALARNING ASAR MAZMUNDORLIGINI OSHIRISHDAGI ROLI QUDDUS MUHAMMAD ASARLARI MISOLIDA. *Scientific Impulse*, 1(5), 303-308.
2. Muhammadkadirovna, G. D., Abdulhamitovna, S. H., & Qizi, R. D. T. (2022). The Role of Innovative Training Methods in Individualization Training. *Spanish Journal of Innovation and Integrity*, 6, 272-279.
3. Mukhtoralievna, Z. S. (2022). GENRE MODEL OF THE CROSSWORD PUZZLE AS AN ENIGMATIC DISCOURSE. *Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)*, 3(10), 98-103.
4. Mukhtoralievna, Z. S. (2022). INFORMATION TECHNOLOGIES IN EDUCATION. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, 162-165.





5. Mukhtoralievna, Z. S., & Madaminkhonqizi, S. M. (2022). Methods of mnemonics in pedagogical work with elementary school students. *International Journal of Culture and Modernity*, 13, 44-52.
6. Mukhtoralievna, Z. S., & Salimakhon, M. (2022). Psycholinguistics and Neurolinguistics of Bilingualism. *Spanish Journal of Innovation and Integrity*, 6, 387-391.
7. Qizi, R. D. T., & Qizi, M. F. M. (2021). Developing the critical thinking of primary school students. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(10), 769-772.
8. Rahmatjonovich, T. D., & Botirovna, S. G. (2022). The Concepts of "Morality" and "Moral Education". *Journal of Ethics and Diversity in International Communication*, 2(4), 43-48.
9. Sobirjonovich, S. I. (2022). THE ROLE OF DIDACTIC TOOLS IN THE FORMATION OF SPEECH OF STUDENTS OF PREPARATORY GROUPS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS. *BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI*, 2(11), 375-380.
10. Soliyev, I., & Akbarova, M. (2023). INSON HAYOTIDA ESHITISHNING AHAMIYATI VA KARLIKNING TURLARI HAQIDA TUSHUNCHA. *Eurasian Journal of Social Sciences, Philosophy and Culture*, 3(2), 25-27.
11. Soliyev, I., & Akbarova, M. (2023). MENYER KASALLIGINING KELIB CHIQISH SABABLARI VA ALOMATLARI. *Models and methods in modern science*, 2(2), 98-100.
12. Toyirovna, R. D. (2021). Critical Thinking Process in School Children. *International Journal of Culture and Modernity*, 11, 165-168.
13. Turdalievich, Z. M., & Mukhtoralievna, Z. S. (2007). (nd). UDK: 398.221 specific features of language interference in contrastive linguistics.
14. Valijonovna, K. I. (2022). Multimedia Technologies and Their Use in the System of Preschool Education. *Journal of Ethics and Diversity in International Communication*, 2(4), 62-66.
15. Valijonovna, X. I. (2022). FORMING OF EDUCATIONAL MOTIVATION FOR PRIMARY SCHOOLCHILDREN. *Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)*, 3(10), 83-91.
16. Valijonovna, X. I. (2022). METHODS OF INCREASING MOTIVATION TO READING BOOKS IN PRIMARY CLASSES. *Innovative Technologica: Methodical Research Journal*, 3(10), 199-205.
17. Xoldarova, I. (2022). BOSHLANG' ICH TA'LIM SIFATINI BAHOLASH VA TAKOMILLASHTIRISHDA XALQARO TADQIQOT DASTURLARINING O'RNI:



MUAMMO VA YECHIMLAR. Eurasian Journal of Academic Research, 2(6), 325-330.

18. Тешабоев, Д. Р. (2022). ЭРГАШ ГАПЛИ ҚЎШПРЕДИКАТИВ БИРЛИКЛАР ФАЛСАФИЙ НАРСА КАТАГЕРИЯСИ СИФАТИДА. ИЖТИМОИЙ ФАНLARDA INNOVASIYA ONLAYN ILMIY JURNALI, 2(11), 25-30.
19. Тешабоев, Д. Р. (2022). ЭРГАШ ГАПЛИ ҚЎШПРЕДИКАТИВ БИРЛИКЛАР ФАЛСАФИЙ МАЗМУН КАТЕГОРИЯСИ СИФАТИДА. BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNALI, 2(11), 51-55.
20. Тешабоев, Д. Р., & Ахмаджонова, М. Б. (2021). SON SO‘Z TURKUMINING BOSHLANG‘ ICH SINF DARSLIKLARIDA IFODALANGAN SHAKLLARINI AKT ORQALI TUSHUNTIRISH. МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА, 4(1-1).

