



## THE ROLE OF WRITTEN WORK IN THE FORMATION OF PUPILS' SPELLING AND RELATED SPEECH IN PRIMARY SCHOOL

F.f.n Ollaberganova Sanobar Xamidovna,

Atayeva Malohat Isaqovna

Urgench state university, Uzbekistan

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<b>Received:</b> 26 <sup>th</sup> January 2021 <b>Accepted:</b> 7 <sup>th</sup> February 2021 <b>Published:</b> 21 <sup>st</sup> February 2021	In this article, it is given the role of written work in the formation of pupils' spelling and related speech in primary school. The pupils in primary education learn to read and write consciously in their native language classes, and the rules of oral and written speech are discussed.
<b>Keywords:</b> Language, thinking, oral and written speech, skills, lexical-semantic grouping of words, grammatical-orthographic analysis, transcription, dictation, lexical-grammatical analysis, narration, grammatical-orthographic analysis.	

Language plays an important role in the formation of ideas and expressing thoughts, impressions, feelings. Language is a means by which members of a community interact with one another. As this tool improves the idea is expressed so clearly, so effectively. Hence, people's relationships, feelings, experiences, and situations are determined through language. The need for in-depth study of the mother tongue in school arises from the basic functions of the language.

Elementary pupils learn to read and write consciously in their native language classes, and learn the rules of oral and written communication. Native language skills (speaking, reading and writing skills) are essential to students' learning. In addition to reading skills, a student must first learn his or her mother tongue, because the mother tongue is the key to knowledge and understanding.

The mother tongue is also a tool for teaching other subjects: both the history of society and the natural sciences are taught using the mother tongue. This means that the mother tongue plays a special role in the overall development of the child, as well as in stimulating knowledge and hard work.

When we look at the knowledge, skills, and competencies that an elementary student needs to master in the state educational standards, we see that they place great emphasis on student literacy.

Apparently, a great deal of attention is paid to the spelling and speech development of primary school students, both in the context of the mother tongue curriculum and in the curriculum requirements for students' skills and competencies.

The content of knowledge in the native language in primary school is about the phonetic structure of the Uzbek language and methods of sound expression in written speech, about the change of words and the connection of words in a sentence, morphemic structure and word formation, lexical - knowledge of the semantic group, the rules of correct spelling and the use of punctuation in the Uzbek language. This knowledge is used to improve students' speech. The main goal of mother tongue education is to ensure that mother tongue lessons focus on the formation and development of children's creativity, independent thinking, and the ability to express the creative thought in oral and written forms in accordance with the speech situation.

One of the main goals of native language program in the primary school is to increase students' literacy and develop their spelling skills. This task is very complex and difficult that is why the psychology of children, their senses, level of knowledge and age should be taken into account. Hence, there are two areas in which children should be taught spelling: psycho-physiological and linguistic.

Based on the psychological nature of spelling skills, the teacher can determine the methodology for working on the formation of spelling skills in young students.

Spelling skills are special speaking skills. Correct spelling is a special speech activity; Writing is also a complex movement, based on speech. Spelling skills include syntactically correct sentence construction and methodologically accurate using of words as a component of speech activity.

As you know, words in Uzbek language are very diverse in terms of spelling. Some words are misspelled, and some are written as a whole, in bold, or in hyphens. Abbreviations are rare in elementary school textbooks. In addition, the use of uppercase and lowercase letters is based on the rules and principles of spelling in teaching situations such as moving a word from one line to another.

Writing plays a special role in the formation of students' spelling literacy and related speech in primary education. We include dictation, narration, and essay in written work. They help to develop students' spelling skills.

Spelling skills are an automated component of conscious speech activity. Targeted exercises are performed over a long period of time to automate activities. Spelling exercises focus on developing spelling awareness skills, applying rules where appropriate, identifying connections between parts of exercises, incorporating them into a common and unified system of activities, and defining and shaping the nature of a rule for students. It is only during the implementation of the rule that its content will be better understood.

Spelling exercises in the methodology include: 1) grammatical-spelling analysis; 2) transcripts; 3) dictations; 4) lexical-grammatical analysis; 5) statements. Grammatical-spelling and lexical-spelling analysis takes into account the relationship of spelling to grammar and lexicon, the factors that determine student performance in transcription and dictation, in particular, visual and hand gesture learning in transcription, and auditory learning in dictation.

Essays play a special role in shaping the related speech of primary school students. In particular, the statement is one of the types of spelling exercises aimed at enriching students' vocabulary and developing related speech. The statement is made at the final stage of learning spelling topics, after students have learned the rules and learned to apply them. Proper application of the spelling rules learned in writing a statement indicates that they have been consciously mastered. This type of written work is taken into account the extent to which students have mastered the topics.

Essays are the highest form of creative work and have a special place in school; all speech exercises are subject to the essay in a certain sense. Essays are a useful tool for shaping personality, stimulating emotion, teaching mental independence, thinking, and evaluating what one has seen and learned; increases observation; It teaches to find cause-and-effect relationships between events, to compare them, and to draw conclusions. Essays regulate thought and give students confidence in themselves, their strengths and abilities.

Students will be able to spell words correctly, copy from blackboards and books as early as first grade. Gradually, they learn to compose phrases, sentences and related speech, and to write sentences.

Some grammar rules are taught to improve students' oral and written speech, which helps them to master the rules. Writing plays a special role in teaching grammar to primary school students and in developing their speech.

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