

FORMATION OF CORRECT WRITING SKILLS

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ABSTARCT:

As soon as each person in the society can thoroughly study his native language, his level of mind, consciousness and general culture increases. Only a person who can make use of the wide possibilities of his language in oral and written speech will be able to take a bold step to deepen the foundations of other sciences. A reader who has the property of using both oral and written speech will be able in the future to work in production and social life as an expert. Independent marriage brings to hand the knowledge learned from his native language, the skills of writing and reading correctly, the art of correct and beautiful speech, the skills of expressing the product of creative thought in accordance with the conditions of speech, the skills of working with business papers.

KEYWORDS: mother tongue, spelling of words, morphemic.

INTRODUCTION:

One of the urgent tasks facing the teaching of the native language is the development of spelling literacy. Each mother tongue teacher should systematically work on the spelling literacy of students in all lessons. This is the first factor that contributes to the increase in the overall literacy of the student. The teacher determines the ways of working on the formation of spelling skills in students, proceeding from the psychological nature of the orthographic qualification. Orthographic qualification is a complex qualification, it is created in the process of long-standing exercises and is based on the ability to analyze

the word from the phonetic side, determine its morphemic composition, etc. For the formation of correct writing skills, thinking activities are also required from the reader. To master a correct writing phenomenon, it is necessary not only to have training and memory, but also to be able to analyze. An important role is played by the use of the comparison method to determine the similar and different sides of the word grammatical and orthographic phenomena, as well as the division of Word and word forms into certain grammatical or graphic groups, the use of exercises to formulate, explain and prove a particular pattern.

In teaching spelling, it is required to gradually improve the practical skills of students, such as teaching mathematics. The formation of correct writing skills in students is based on the assimilation of the grammatical theory and the rule of spelling. The rules of spelling regulate the writing of a whole group of words, in which there is a commonality, and not a single word. With this feature, it turns out that the rule saves the letter writer from memorizing, memorizing each word and, following the rule, makes it possible to write a whole group of words according to the established rule. The rule of spelling is the same spelling of words united on the basis of generality. And this explains the social significance of the rules of overcoming and spelling of written speech. It is impossible to master the rules of spelling, phonetic, morphemic and word-building materials without knowing to a certain extent. Grammatical theory is the foundation for the rules of spelling. The rules of spelling are studied in connection with the grammatical

theory, which is based on this rule. This is done primarily in relation to graphics and phonetics. In particular, the main topic and the purpose of the rules in the lessons of the native language of the 5 class is mainly aimed at writing correctly. In the same class, work is carried out on the pronunciation and spelling of vowels and consonants. In this, the teacher should focus the main attention on how sounds are pronounced and how they are written in writing. Only then the child will be able to correctly master the rules of spelling. For example, in the textbook "mother tongue" of the 5th class, the following exercises are given:

53-exercise: Instead of the dots in the words, put the appropriate consonant sound and move the sentences.

Noyo... jismlardan ishlangan antiqa soatlarni Triberg sha...archasida joylash...an soatlar uyida ko'rish mu..kin. Bu yer- dagi "Labbaychi soatlar" vaqt..i ani... ko'rsatadi va yoqimli ovoz bilan odamlarni xushnu... etadi. (From the book " The world we know and do not know)

60-exercise.: Correct the mistakes made in the text and write in your notebook: In which members is the error in the sounds formed?

Bir kuni Xadicha ko'chada ketayotip yetti yil avvalgi boxchadoshi Hilolani uchratip qoldi. Hilolaning bo'ylari ham ancha cho'zilgan. Ikki dugona o'tgan davrlarni eslaship, kelgusidagi orzu-rejalari haqida baxslaship qolishti. Xadicha kelajagda o'qituvchi bo'lishi haqida zavqlanip gapirdi. Hilola esa bu kasbning mashaqqatidan cho'chip fikr bildirdi. Xadicha ham o'zi orzu qilgan kasp - tarjimonlikni maqtadi. Xadicha boxchadoshini ranjitektisi kelmay, tarjimonning ham ustoz bo'lishi, bu kasbning ulug'ligi haqida gapirdi. Ikki dugonaning suhbatlari anchagacha davom etdi.

(Iroda Sobitova)

Through the above exercise, students will be able to thoroughly understand how the vowels should be pronounced in oral speech and how they should be written in writing. On top of such exercises it is also possible to Shal I in the section of repetition of the "phonetics" section of the 6th class. For example:

18-exercise: Write the words in alphabetical order in your notebook.

Sabzavot, poytaxt, zangori, jonajon, bosmaxona, manzil, do'stlarcha, xavf-xatar, ilhom, g'uborsiz, inoq, albatta.

19-exercise: Compose sentences with the participation of the following words, find differences in their pronunciation and writing.

San'at, hujum, ma'rifat, shogird, mehmondo'st, botanika.

Namuna: O'zbek san'atining dovrug'i butun dunyoga yoyilmoqda.

This kind of exercise teaches that first you need to pay attention to the pronunciation and spelling of words, and secondly, if you teach the correct application of letters. In order for such exercises to serve the requirements of SES, it is desirable to study the language sections in interrelation, directing it to the development of communicative literacy. In this process, the result of the division of mother tongue education and the connection of science are clearly visible, the effect of the positive impact of systematic learning on practice is also evident. In teaching the morphemic, word-building, morphology and syntax sections of linguistics, work is also carried out directly on the rules of spelling. For example, the main topics in the 6-th class begin with morphemic and word-building topics. In the process of teaching these subjects, practical work is carried out on this, after giving information about the features of the basis and suffixes, the classification of suffixes. It will be very expedient if, along with these practical works,

work on their spelling is also carried out. For example:

63-exercise: Transfer by adding the necessary suffixes to the words in the brackets. Draw on the bottom of the form-forming suffixes.

Xalq (tabobat) qulupnay (meva) terlatuvchi, bezgak (xuruj) qarshi omil sifatida tavsia etiladi. Shuningdek, buyrak (kasallik), o't (yo'l) yallig'lanishi bilan bog'liq (kasallik) iste'mol qilish lozim ko'riladi.

Olimlarning (fikir) qaraganda, qulupnay buyrakdagi (tosh) yemirish (xususiyat) ega bo'lishi bilan birga (unda) tosh hosil (bo'lish) yo'l qo'ymaydigan tabiiy omillardan hisoblanadi. (M. Nabiyeu)

It is possible to work on the spelling of several words in the exercise in the process of fulfilling the conditions of this very exercise, which are given in the textbook. In particular, if the spelling of consonant x in words such as Folk, sensitivity, feature, as well as the spelling of words such as strawberries, malaria, kidney, inflammation, consumption, natural, we will enrich the written speech of the child in a few more words. Also, work on the spelling and pronunciation of vowels can be strengthened by the following creative tasks:

1-assignment: Comment on the meaning of the given words. By replacing the consonant sound in the word, new words are formed.

Il, in, is, it, ip, ish ...; el, ep, em, esh, et, en, er, es, ez..;

choy, soy, toy, boy, moy, joy, loy, voy ...;

2-assignment. Form a series of single-syllable words beginning with a vowel. Comment on the meanings.

Adl, avj, azm, aql ark ...

3-Assignment: Make pairs in which the U - o ' sound is involved: uz - o'z, uy - o'y, un - o'n, o'q - uq ... Comment on the meanings.

Work on the rules of spelling is a complex process, opening the essence of the rule, the fact that students learn the expression of the rule, the introduction of the rule into the writing experience are its main components. Opening the essence of the rule rule the rule means to explain which part of the speech the word is, which part of the speech it is directed to write or the grammatical form, in which case the signs are the leaders. When choosing a material for introducing students to the rule, the teacher must necessarily take into account these leading signs. For example, in the 5th grade, the topics "Series consonant words", "double consonant words" are studied. In the course of the lesson, both theoretical information and practical work are given about such words. For example:

218-exercise: Read the following words. Pay attention to how it is pronounced. One of the same consonant that comes from the side, separate words that are almost not heard and write in your notebook.

Quvvat, izzat, karra, murabbiy, munaqqid, taassurot, taajjub, taalluqli, million, minnatdor, komissiya, milliard, qassob, hissa, grammatika, iffat.

After completing the above exercises in the textbook on double consonants, it is necessary to teach the rules, which are very important on this topic and perform practical exercises on these rules. Basically, all the following rules do not allow mistakes in the spelling of these words, if the child knows them perfectly:

In some words, the double consonant parts are pronounced and written: quvvat, chaqqon.

In words borrowed from some foreign language, double vowels are pronounced as one vowel, but are written with a double consonant: million, komissiya, artilleriya.

Gramm, metall, kongress although one of the double vowels, which comes at the end of words like, is dropped in pronunciation, it is always expressed in writing. When the suffixes that begin with such a sound are added to words that end with such a consonant, one of the double vowels is not written: metallar.

Students' written speech development, avallo, relates the acquired theoretical knowledge with the qualification of being able to apply it in practice. As the reader performs the exercises given on the basis of questions and assignments, he tries to apply the rules of mathematics in written speech. To do this, it is desirable if each learned rule is strengthened by exercises. The following exercises also come to hand in strengthening the rules of spelling:

222-exercise: Move the words. Draw at the bottom of the words in the composition two different vowels side by side. Make sentences with their participation.

Himmat, pand-nasihah, maslahat, baxt, do'stlik, g'isht, tabassum, farzand, foyda, qirq, to'xtamoq, o'rtoq, transport, ilhom, ko'rk, mashina, stul, ulkan, aql, daraxt.

223-exercise: Mehr, sabr, sayr, ilm analyze the pronunciation and writing of words. So write a series of words.

Words that come from two different vowels side by side in one syllable are vowels in the series.

In the pronunciation of some words that end in a series of vowels, the last vowel is written, although it is almost not pronounced: go'sht, do'st, xursand, barg, monand...

At the beginning of the word, the arrival of a series of vowels belongs only to the words of assimilation (entered from another language): stol, broker, blogger...

These rules serve to increase readers' spelling literacy. They are told about the writing of words, word forms. It should be borne in mind that the cases when it is said and written that

are compared among themselves, further increases the importance of the rules: children learn from them how they pronounce the word or the form of the word, so that it can not be written. A student who perfectly knows the rules of the above spelling will be able to master the skill of writing these words correctly. Working on written speech is considered a much more complicated process than oral speech. Because it requires the reader to build a correct sentence from the point of view of its meaning and content, to correctly apply each word in its place, to express the idea concisely, consistently, expressively, simply and fluently in terms of style, to draw conclusions on the basis of the described thoughts. The complex nature of this type of speech is also associated with spelling, punctuation marks and style. Proper writing of the word, the appropriate application of punctuation marks, the statement of the idea in accordance with the style requirement takes a great responsibility from the reader.

Written speech is checked, observed, improved, in this respect it has much more favorable opportunities than oral speech. The reader works on errors and omissions in written speech, eliminates them, seeks to avoid mistakes and omissions in further work. Complete mastering of all of the rules of spelling, which are mentioned above, is achieved by following all these rules. Therefore, we must constantly take into account the requirement for the rules of spelling in the lessons of the native language, adhere to it. It is impossible to forget about this task or leave this requirement in the lower class, the second in the next class. Spelling literacy is effective in students when these requirements are constantly, consistently and persistently adhered to. Proceeding from the above, we can say that the Prevention of mistakes that students can make is the main pledge of growing literacy in a timely manner.

The teacher can eliminate the mistakes made by the student through the following measures:

1. Spend spelling minutes in the lessons of the native language and put the dictionary work on a wide path.
2. Identify common mistakes made by students in each lesson.
3. Work on the individual mistakes of the students in the course of the lesson and go so as to eliminate them in a timely manner.
4. Organization of the contest "literate pupil" in repetition lessons or circle classes.
5. To organize a selection of different written works among the students.
6. Work on the text in each lesson. Organization of text books from the lower class
7. An important way to avoid mistakes made by students is to organize a notebook "spelling dictionary". After all, if the student's mistakes are recorded in the teacher's control book, it becomes clear that the student does not know which rules.

In short, the use of the above methods in the cultivation of written speech by students through native language classes has a great effect on the thorough possession and practical application of the planned subjects.

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