

WORK-RELATED TO TEACHING CORRECT WRITING WAYS OF ORGANIZATION

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ABSTRACT

Formed based on written speech. correct perception and correct pronunciation of words are one of the most necessary factors of literate writing. According to the information provided by psychologists and methodologists, visual intuition and memorization of what is written play a key role in acquiring writing skills. According to his calculations, he connected the orthographic skill with psycho-physiological nature and paid the main attention to his reading and imagination.

Modern science does not deny the importance of reading comprehension in improving spelling, because children who read a lot and are observant learn well. Studying carefully helps to remember the shape of the word and generalize the grammatical and orthographic concepts that will be used later. Memorization through reading is also important for checking what has been written. Especially in the initial period of teaching writing, it is very important to train students' memory, observation, and attention. By rote memorization, learners will learn that words are spelled correctly after many spellings that do not obey the spelling rules. The listeners pay attention to the writing of these words. But if we say that orthography can be combined only by watching and memorizing, it is not correct. In addition, many words in the Uzbek language change the form of uz with different endings. Even words that do not change in shape can be lengthened not only with the help of a dry eraser but with the help of other methods and tools.

One cannot try to write correctly without having to work on a literate script. In addition to good hearing, correct reading, and good comprehension of writing rules, movement-motor-movement learning is also very important in learning to write correctly. Therefore, when writing words, one should try to write the whole word at least in one word, not in separate letters. The combination of the reading with the reading of the action helps to remember the image of the graphic images of the water. Thus, in addition to the reading of reading and writing, listening and correct pronunciation is of great importance in teaching correct writing. In the formation of orthographic skills, it is necessary to pay special attention to improving the ability of students to hear correctly and pronounce accurately.

In the process of correct and consistent spelling in special institutions, orthographic skills and skills acquired through listening, listening, and listening are important preliminary experiences. The incomplete initial orthographic awareness acquired at this stage provides literacy through later learning of grammatical rules.

In addition to the factors listed above, there are requirements for learning spelling rules and conditions that ensure the acquisition of proper writing skills.

We list the most important of them:

1. Understanding the meaning of the phrase, word, sentence, and connected text that needs to be written. A child who does not understand the meaning of a word makes mistakes when writing the whole sentence. That's why it is necessary to make sure that the listeners

understand the meaning of these words and sentences, to explain the meaning of some words and sentences, before handing over the text for transcription or dictation.

2. Paying attention to language, its pronunciation and writing, as well as grammatical form, consciously learning and memorizing what is written, and actively working on mistakes.

3. To thoroughly analyze the learned material, activate the students' ability to think, to regularly analyze words and sentences, to choose similar long words, and to identify similarities and differences in some words and sentences.

4. Work on everything without neglecting any aspect of speech activity; analyzing words by sound-letter, working on word structure, syntax, and connected speech. Giving too much importance to some aspects of the language, too much work on this language phenomenon weakens the work on the head, which certainly hurts literacy. To prevent this from happening, special orthographic cases (copying, dictation) should be alternated with cases of connected speech (statement, essay).

5. Replacing grammatical cases based on orthographic cases with linguistic orthographic works. At school, the writing of most words is studied in terms of linguistic and orthographic situations, relying on the dictionary. In such situations, two or more complex sentences are taught.

6. Prevention of orthographic, morphological, syntactic, and other speech errors is considered to be the most basic condition for the formation of literate writing.

Completing writing tasks without mistakes, checking the correctness of the completed tasks by the students (self-checking), actively working on the mistakes that have been made, and slowly preparing the creative writings for several lessons) creates conditions for performance.

7. An important condition for the development of skills is systematicity and consistency. Systematicity requires the integration of knowledge, skills, and abilities. For example, when additives are studied, comparing water-forming additives with water-changing additives and achieving a holistic understanding of the composition of water; in explaining adjectives and their signs, repeat the noun and their meanings, and to improve the spelling of the adverbs of the kriyas, tush, and kartich conjugations, identify which nouns in this conjugation are connected with the sentence, and explain that the nouns in the khutush agreement are connected to the nouns and verbs of the karatkich agreement with the help of cross-comparison, etc.

8. Any skill, especially orthographic skill, requires a long time and different situations. It is not necessary to repeat all the rules in the same way, but it is necessary to plan the situations, taking into account the ease of use and how long it has been taken, and connect it with the newly learned ones. Learners should correctly and actively accept orthographic phenomena. For this purpose, it is necessary to pronounce the studied words and phrases or sentences by the norms of the literary language. learners construct and memorize what is written on the board, textbook, or flashcards. As a result, the form of water is formed in their minds from the aspect of hearing and sight.

Only after that, the subject of the training is announced and an explanation is sought. When explaining this or that orthographic rule, it is first noted which grammatical phenomenon this rule is based on. For example, the meaning of individuation in verbs is based on the grammatical phenomenon of adding the suffix -ma, and it is explained that regardless of the

pronunciation, the individuation suffix is written in the form of -ma; doesn't see, doesn't write, doesn't say.

In some cases, it is said that "the reader knows the rule, but makes a mistake in the writing". True, but the error path comes from not knowing the rule, and not understanding it. To prevent this, under the guidance of the listener, the listeners observe, analyze, compare, draw conclusions based on their judgments, and finally reach a conclusion. After reading, observing, and comparing the above examples, the student concludes that the suffix - ma is pronounced in the form of - mi in some languages, but is usually written in the form of - ma. the listener helps in formulating the rule, then the rule is read from the book. The lessons learned in this lesson are reinforced with situations. In the following situations, what the students understood and did not understand will be identified; the listener says the words corresponding to the rule, and the listeners repeat the rule and relate it to an example. Now the learned language phenomenon is given in a sentence, the learners find words according to the learned rule, say the main signs and connect the rule with concrete words. As a result, the rule becomes concrete and is considered to be integrated.

Knowing the rules should turn from a habit into a skill.

A code is formed through situations. the types of cases are very diverse. Let's look at some of them:

Grammatical orthographic analysis. This type of examination is carried out to study the relationship between grammatical and orthographic phenomena and identify orthographic difficulties and hesitations in writing.

The student must find, analyze, explain, and prove the reduplicated word, a combination of words, and parts of words in the examples, and find and compare words and parts of words with similar spellings (long, word-forming suffix, and world-changing suffix).

For example, when explaining the spelling of the consonants in nouns, students are assigned the task of finding consonants, identifying consonants, explaining why this or that consonant is written, and choosing a similar pronoun.

The grammatical orthographic analysis is used as an independent task or as an element of other types of analysis: often, orthographic analysis can be required to be performed together with the analysis of the text that readers find difficult. For example, before writing the text aloud, they find the vowels and consonants in the words, determine whether the consonants are sonorous or not, and tell them which letter to write, then they scribble the text and underline the letters specified during the analysis.

The analysis is carried out in two ways: students read and analyze the text. Both of these are important, one is based on the visual and the other is auditory.

To activate the attention of the students, the bridge is worked with handouts and cards. For example, the letters d, and t, which fall out in pronunciation, are scattered, the listener says such words and asks which letter is written at the end, and the listeners show one of the letters from their ashes; after the words are written, they underline these letters. The use of flashcards in the analysis activates students' attention and helps to determine the extent to which students have integrated the learned knowledge.

Copywriting. Copying is different: copying of printed text with cursive letters, full copying of the text, and copying for various tasks.

In the early stages of sleep, children are required to write. Later, the work becomes more complicated: the learners copy the given words in the order of the pictures, alternately copy the given words into sentences, and from the sentences cut out the connected text, underline some letters, select and copy the necessary words and sentences from the given text, burn the omitted words, crush the sentences, model the words they will be modified as shown. During this period, a lot of attention is paid to the pronunciation of words, they work on remembering their form, and they try to write by heart.

Copywriting is used to perform some grammatical and orthographic tasks. For example, underlining the necessary letter or combination of letters, phrases (noun, adjective, verb, number), or some of their forms (use of nouns in the singular, participle, and unparticiple verbs; possessive and agreement types of nouns, person-number and tense of verbs) In the analysis and writing, before and after this water, it is marked in parentheses, sometimes over the water. When transferring a copy as an orthographic condition, the following conditions should be observed: 1) choosing a material that is understandable and interesting for learners and first performing a grammatical and orthographic analysis on it; 2) teaching students the technique of copying from a book and a blackboard: first, read the word, then read it today, remember it, remember what you write, how it is written, now write it down and check it. Gradually, the learner tries to write down the whole sentence, not just the words, and compare it with the writing on the book or blackboard. For this purpose, they read the text carefully, memorize the words and correct their mistakes.

Selective amplification is considered the active type of recording. At the request of the listener, the listeners copy words or phrases from the text in the required form. For example, to underline the words of the same length from the given text, to underline the adverbs that makeup words, to underline the nouns in a single word from the text in the form of two columns; it is also possible to use the text to name animals, plants, clothes, etc.

It is considered a type of independent situation designed to improve the orthographic intelligence of those who learn to write by heart.

For memorization, the text written on the board or in the book is memorized and memorized after orthographic analysis; the listeners write the memorized poem or text from memory (sometimes the listener can use a dictaphone).

When the sleepers squish, the text on the board opens and they check what they wrote.

Sometimes, after a deep analysis of the text the day before, it is assigned to be copied at home, and in the next lesson, the same text is transcribed with a dictaphone, and then it is checked by comparing it with the one in the book. Or a small piece of poetry is analyzed from an orthographic point of view, children memorize it at home, then it is memorized in the classroom and checked by the students themselves. This type of work is called "Kuruv dictation".

Memorization is one of the most fun ways to teach the spelling of words given in the program. The writing of these words is taught in connection with the study of grammatical and orthographic topics.

The reciter emphasizes to the reciters to remember the spelling of the words after spelling them, and for this, he tells them to do the following steps: 1. Read the words carefully by mouthing them first; 2. Understanding the meaning of words; 3. Read and write words aloud; 4. Writing

in the memory box of water; 5. check the words from the dictionary; 6. find a similar headless and write it.

Free copywriting. students memorize the text, analyze it, close the book, and write freely what they remember.

Copywriting with grammar assignment. In this type of spelling, the students recite the same tasks as in the given melody: 1. Copy and paste the correct letter from the omitted letter; 2. To strengthen the sentences by replacing the omitted words; 3. Strengthening by changing the form of the given sentence and sentence. Such a copy is also called a control copy.

It is also possible to pass the transcription in the form of answering the questions given in the text to connect the related speech with the superposition. For this, students read the text from the book, answer the questions first orally, and then write them down.

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