

METHODOLOGY OF FREE DICTATION FROM ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This article provides information about free dictation and its acquisition methodology, text selection methods for free dictation, and the importance of free dictation in developing students' oral and written speech.

Keywords: dictation, free dictation, speech, oral speech, written speech, dialect, creative thinking.

Free dictation is of great importance in checking the creative thinking activity of elementary school students. Free dictation is a type of work aimed at developing memory, strengthening spelling skills and developing written speech. When taking free dictation from elementary school students, students demonstrate their oral literacy and thinking skills.

In the process of taking free dictation, the teacher tells the text of the dictation in parts, and the students freely repeat what the teacher has read, not verbatim. If there are words in the dictation text that students find difficult to write or words whose spelling is not explained, students will be able to replace or omit these words with other words.

Free dictation differs from other types of dictation in that students can write the words and sentences given in the dictation text without changing the content of the text. Free dictation is writing a dictation text that allows students to freely choose words and phrases, changing it while preserving the overall meaning¹. For example, in the process of writing free dictation, students will be able to turn compound sentences into simple sentences or use synonyms instead of words.

Free dictation increases students' attention, strengthens and develops their memory.

Free dictation is one of the types of dictation that helps enrich students' oral and written speech. By teaching elementary school students to write free dictation using small texts, the skills of narrative writing are gradually formed.

In order to avoid mistakes in the process of writing this type of dictation, it is necessary to explain to the students that they should not use dialect-specific words as much as possible. For example, it is said that words such as narvan-shoti, kelyapti-kevotti, anor-anor, paqir-chelak should be written based on the norms of the literary language.

Free dictation is conducted in the following order.

Free dictation and the procedure for writing it will be explained to the students by the teacher. The teacher writes on the blackboard the date of the dictation, the type of dictation and the title of the text chosen for the free dictation. Students copy the date written on the board, the type of dictation and the text of the dictation into their notebooks. After all the students in the class have copied and written what was written on the board in their notebooks, the teacher will read the text of the dictation once fully expressively, attracting the attention of the students.

¹ Буркова Т.В. Рабочая классификация диктантов // Начальная школа. 2005. №10. – С.35-37

Together with the students in the class, a conversation is held about the content of the text, and one or two students will speak the content of the free dictation text, and by asking the students questions about the content of the text, it will be determined to what extent they understood the content of the text.

If the text contains words that the students do not understand or the spelling of which has not yet been fully mastered, the teacher writes them on the blackboard or shows them with the help of a projector. spelling is explained, or students can substitute these words for other words.

The free dictation text is read to the students by the teacher again expressively and the students write the dictation. Frequent free dictation teaches the practical use of learned grammatical forms, rules of spelling and punctuation, the use of other people's speech directly or by imitating it, and at the same time, it promotes the development of auditory senses, the development of creative activities. it helps².

This type of dictation is very important, the more the teacher uses free dictation during the lesson, the faster the students' ability to think independently and the ability to correctly apply orthographic rules develop and form. Students who write a lot of free dictation have no difficulty writing words in other types of dictation.

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² Q.Abdullayeva, S.Rahmonbekova. Diktantlar to'plami. – Toshkent. 2011. – B.18.

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