

## METHODOLOGY OF RECEIVING DICTATIONS USING DIFFERENT METHODS IN PRIMARY CLASSES

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### ANNOTATION

This article is about the methodology of taking dictation using different methods in elementary grades, which includes the meaning of the word dictation, the method "I will check it myself", the game "How to use it", the game "Safar" o yini, "Find a word within a word" game, "Interdependence" game, etc., are discussed and the methods of its acquisition are explained.

**Keywords:** dictation, method, "Check it out" method, "How to use it" game, "Journey" game, "Find a word in a word" game, "Interdependence" game.

### INTRODUCTION

Nowadays, educating students with high-quality spelling skills and well-developed written speech is one of the most important tasks of primary school teachers. The role of dictations in the development of written speech of primary school students is extremely important.

Dictation [Latin dictare – to speak, to repeat; writing while speaking] is a type of written work [page 1.611] that is written while speaking to check the mastery of spelling and punctuation rules. Skills developed in students during the process of writing dictation develop their written speech and create a basis for the process of writing statements and essays in higher grades.

Dictation is one of the tools that develop students' sight, hearing, thinking, written and oral speech.

The process of taking dictation requires great pedagogical skills from the teacher.

Dictation can be boring for some students. For this reason, different methods can be used in the process of taking dictation. These are the following:

#### **"I check it myself" method**

To use the "I check" method, the teacher chooses a small dictation text. This method can be used at the beginning of elementary school classes from 1st to 4th grade. In this case, the teacher reads a small dictation text to the students. After the students have finished writing, the dictation text is written on the blackboard, or if it was written on the blackboard in advance, the blackboard is opened and the dictation text is shown to the students. In this case, the dictation text can be shown to students using a projector. Pupils check what they have written according to the dictation text shown by the teacher using a blackboard or projector. We can also use the "I check" method during literacy training.

During literacy training, he can take dictation using first letters, and later syllables, words and sentences.

For example: -ma, -in, -no, -bu;

smart, kind, hardworking, cook [p. 2.15];

rain is the life of the crop [page 2.51]

**"How to use it" game**

We organize this type of game as follows. The teacher tells students the names of words that can be used in as many situations as possible or shows a picture. Pupils write in their notebooks the ways of using the word or the object depicted in the picture. For example: when the teacher says the word pencil or shows a picture of a pencil, students immediately write in their notebooks how to use it, for drawing, coloring, writing, etc. This game can be played mainly with the participation of students of the second, third and fourth grades. If it will be conducted with the participation of first graders, it will be appropriate to conduct it more orally. Through the game "How to use this", the level of thinking of students grows and leads to the development of oral and written communication.

**"Travel" game**

To play the "Journey" game, students are given the task of describing a path from school, home or a room to a certain distance. Pupils write in their notebooks describing all the things and events they saw on the road and around it while coming from the corridor. This game allows students to test their thoroughness, observation and intelligence skills. At the bottom of this game, it is required to love the Motherland, to be attentive to the environment, and it educates these feelings. In addition, if the teacher uses this game in the lessons of the mother tongue, the written speech of the students will develop, the skills of independent thinking will be formed, and the wealth of vocabulary will increase.

Game "Find a word in a word".

The game "Find a word from a word" can be played individually and by dividing students into groups.

The teacher writes a word on the board, and students write new words from the letters in the written word in their notebooks. For example: the teacher writes the word "Independence" on the blackboard, and students create new words from it, such as copper, copper, milk, wire, whale, tube, stick.

Through the game "Find a word from a word" the level of speed of students is studied and their written speech is developed.

**"Interdependence" game**

In the "Interdependence" game, students are presented with pictures depicting different situations using a projector, television, or various exhibitions in a mixed state. Pupils first place the given images in the correct sequence and create an oral story. With the help of the teacher, they summarize their oral stories based on pictures and write them in their notebooks. For example:



2. “Zumrad va Qimmat” ertagidagi voqealar ketma-ketligini belgilang. Daftaringizga yozing.



This picture is intended for first-grade students, and through the picture, the students arrange the events of the fairy tale "Zumrad va Kimmat" in sequence, and each student writes a story based on the picture in his notebook.

The above-mentioned educational and didactic games, along with increasing the activity of students in the lesson, facilitate and strengthen the process of acquiring knowledge, and serve to organize each lesson in an interesting way, aimed at developing the speech of students.

During the lesson, the teacher should monitor how his speech affects the students, consider whether it is understandable and interesting. If students do not pay attention to the lesson, then the impact of the teacher's speech will be weak. First of all, the teacher will have to work on his speech many times.

The skill of the teacher is that he should not only teach and educate the students of the whole class with his pleasant speech, but also encourage them to strive for excellence.

The above-mentioned educational and didactic games not only increase the activity of students in class, but also facilitate and strengthen the process of acquiring knowledge, and serve as an interesting organization of each activity aimed at developing speech in the course of the lesson.

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