

ORTHOGRAPHY TEACHING METHODOLOGY

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Buvayda tumani 9-maktab boshlang'ich sinf o'qituvchisi

Base words: Spelling, spelling qualification, spelling exercises, by copying writing, dictation, educational dictation, inspection dictation, grammatical and orthographic analysis, lexical-orthographic analysis, complex exercises, statement, essay, creative, independent work, test, word to be made vocabulary, spelling rules, spelling principles.

Based on the psychological nature of the teacher's orthographic skills, small age in students spelling about qualification formation on work methodology defines.

Orthographic qualification special speech is a qualification. That's right writing special speech activities; Each act of writing is a complex movement, and speech is the basis of it lies Orthographic qualification speech of activity component as talk syntactic from the side make it right the word methodical sure to apply too own into took

Orthographic qualification complicated qualification being long continue which exercises is created in the process of analyzing the word from the phonetic side, its morphemic content determination, skill to the likes is based on Psychology qualification automatic action, ie exercises as a result little by little automated conscious movement that defines. Automation studied orthographic of the rule easy- depending on the difficulty. Spelling proficiency is not automatic by its very nature. Skills based on qualifications are strengthened, improved, and rounded (movement accelerates, becomes precise, is performed convincingly and economically); therefore, at the same time, the structure of the activity is reconstructed: with a small unit work moves to work with broader, whole, added units (for example, a word literally move, syllabically transfer with, after the word whole transfer with, then alternates with a whole move.) One spelling skill becomes automatic, to spell another event related to is studied and the skill of writing the word correctly is gradually formed. In general when writing complicated movement as as a conscious process remains.

Thinking activity is required from the student for the formation of correct writing skills will be done. Learning and memorizing is all it takes to master a proper writing technique not only analysis and synthesis are also applied. This is grammatical and orthographic from the method of comparison to determine the similarities and differences of phenomena usage and word and word forms into specific grammatical or graphic groups separation, certain to the system put explanation and to prove from exercises use important plays a role.

That's it by doing spelling in teaching. grammar to teach such as, of students analytical-synthetic activities slowly improve to go Demand will be done.

In students right writing qualification formation grammar theory and spelling the rule to master is based on Spelling rules one just the word it's not, perhaps generality there is has been whole words of the group to be written in order puts This feature with she is the rule letter the writer each one the word in mind storage, saves from memory and follows the rule, according to the established rule. whole words allows you to write a group.

Spelling the rule grammar generality based on of compound words unifies the writing. This written eases communication and spelling social rules emphasizes its importance.

Spelling rules related to grammar, phonetics, word formation materials known level without knowing standing up can be mastered it's not. Grammatical theory spelling rules for is the foundation. That's it for initial in classes spelling that's the rule to the basis to be grammar to theory is studied in relation. For example, form maker of additions writing about the rules "Horse", "Quality", "Son", "Humanity pronouns",

"Verb" is included in the subjects. Material such placement grammar with spelling learning in a connected manner provides.

Spelling the rule directly grammatical theory from the elements after is studied. For example, of horses agreements with species after learning agreement the skill of writing additions is formed. "Quality" topic learning - more of the suffix and crimson smooth and round such as of adjectives to be written, "verb" topic learning indivisibility (-ma) and past time (-di) creates a basis for the writing of additions. This is how to teach spelling rules The approach is typical in the study of all orthographic materials in primary grades is considered

Spelling rules on work — complicated process, of the rule essence unfolding, students' learning of rule expression, rule to writing experience application reach its main components is considered

Revealing the essence of the rule, which part of the word, which word group or grammar form to write manage, in this which characters eat the throne that it is explanation means Students the rule with introduction for when choosing the material, the teacher will definitely take into account these leading signs. For example, the end softening sign () with finished to words when added, softening sign do not write about the essence of the rule (class 2). in opening the end of the pupils ended with a softening mark word they say after teacher under the leadership of this word they make a deal with. The teacher writes on the board: camp, piano. I was in the camp. The star plays the piano well. Camp-camp, grand piano-grand piano words they compare; in the camp and the grand piano words to the composition according to analysis they do and lager, royal is the root, and they say that -da and -ni are suffixes. Teacher to the students this to words addition when added what a change that he gave thinking to see submits. Problematic situation is created. Students such situation 1- in class too those who observed therefore for understand telling to give possible Conversation is concluded.

The expression of the rule is worked on according to the textbook. In this, the students the rule structure teeth are important. That's why the rule in the textbook parts is divided. (In fact students this task exercise in the process done they put.) Students studied to the rule example to say and different – different exercises perform the way with him new language to the material, ie writing to the experience application they reach

The rule on work methodology that's it is chosen depending on the nature of the rule. For example, indivisibility the spelling of the suffix (-ma). deductive road with can be taught. The transitive suffix (-ga) ends with -q to finished horses with -ka, -k finished to the horses -ka in the form of about the addition the rule inductively explanation to the goal according to

Students the main one in the rule tasks that help separate thoughts if they do him appropriation trick comfortable will be Because children sure material with they work and him analysis while doing the rule is important they distinguish their sides, they consciously absorb the rule. what is for example, pronunciation and spelling of words, word groups, parts of words to each other comparison of students increases mental activity. At this again of the rule separated symbol sure writing display is also important is considered The rule reflection delivered important the idea to

separate of the teacher questions will help. These are the questions in turn, rulemaking plan too is considered

Independently, using the textbook, along with collective work on the rules work using the method is also possible.

Relying on learned knowledge in mastering a new rule. A new rule for this is earlier associated with learned rules. In this against to put or comparison method is used and similar sides is determined. For example, income agreement of the suffix in mastering writing it has been studied before pointer agreement additional writing with is compared and income agreement addition horse verb by to be managed is determined.

Knowing the rule depends on students having a clear idea about it depends. A clear image formed on the basis of the rule is expressed in words. That's it students should not be required to memorize the rule, but the word correctly in writing features are clear material in the example again to be explained must

Orthographic skill is an automated component of conscious speech activity. Activity automation for long time during to the goal directed exercises done will go Orthographic exercises orthographic cleverness skill belongs to in place the rule application to do parts between to connect defining them in general, the only one to include in the activity system, for students determine the nature of the rule and him focused on formation. Write the rule application to do only during his the content is deeper will be absorbed.

In methodology orthographic to exercises: 1) grammar – orthographic analysis; 2) by copying writing; 3) dictations; 4) lexicon – grammar analysis; 5) statements enters. Grammatical and orthographic and lexicon – orthographic in the analysis of orthography grammar or lexicon with connection, by copying writing and in dictation students factors that determine the activity, in particular, vision and hand-movement in transcription education, in dictation hearing study account is taken.

Copy writing seeing perception done the word talk text in written form is to give Primary in classes thank you and follow spelling rules by doing without allowing corrections and orderly, letters down without leaving place without replacing pause signs right supporting by copying writing skill formation need In students this skill harvest to do in order to teacher alphabet from the era starting from to them by copying the writing consistency with by teaching goes

The main one related to the formation of copywriting skills in students to the rules includes:

1. Copy from writing before that you copy whole by reading get out
2. Har one in the sentence the words to joints separate and inside syllabically say
3. Copy what you wrote compare

Copy writing for the word separately using sentences and small text possible

Teacher put to the goal depends without by copying from writing before to him preparations are made; in this, reading the explanation of words that are difficult to spell, what the word is for to justify the way it is written, to determine the words to be written based on the learned rule such as from exercises is used. This skill How formed determination in order to control (check) by copying writing will be held.

Transcription exercises grammar, lexicon or word to be made about tasks perform with together take will go This spelling the rule application to reach good knowing get enable will give,

because of the task character orthographic qualification to form theoretical basis to be grammar, requires the activation of phonetic knowledge. Apart from these, the complex spelling exercises with together speech also perform cultivation tasks enable will give. Examples of complex exercises:

1. Transfer. Ozakdosh the words identify core separate
2. Take it down left additions put move, how addition that it is to say explain the writing.
3. Appropriate to the content of the text the word in parentheses by finding from the given words transfer. That's it the word which word to the series about that his to be written explanation
4. A mix given from words talk make up and to write
5. Out of order given from sentences connected text make up
6. By choice transfer. (Given from sentences or from the text certain one word category; the horse and from the verb either the horse and from horse or quality and from the horse Created word move combinations).

Dictation is the writing down of a word, sentence, or text perceived by listening. Spelling exercise as variety of dictation of different types is used.

Emphasis from dictation the rule application reach methods good knowing get in order to is used. Text from writing before, him to write in the process, explanatory as in writing, readers the word how to write and why so to be written they explain.

Own dictation or from memory in writing studied orthographic the rule based on the students themselves read and memorize the text with written words (see perception they do) or teacher they listen and memorize under the leadership (they perceive), after independent respectively, themselves – to themselves by dictation they write

Explanatory in dictation students sentences or complete text dictation with from what he wrote after necessary the rules remember some spelling of words explaining prove they give This is the dictation in type students what they wrote collective will be checked, this studied orthographic to the rules children attention more attraction is enough. Text to write in the process they are checkable the rule based on written of words underline; after writing the dictation, determined his words are correct they check what is written.

Sentences dictated by students in optional dictation or of the text all of them they don't write but according to the teacher's task only part (studied the rule they write only the words and phrases that are written on the basis of For example, with capital letters to be written write only words (grade 1), pointer agreement the word she is connected the horse with or he is the word in income such as write (Grade 3) with a linked verb. Don't be elected dictation in students orthographic intelligence grows.

A small text of 3-5 parts (paragraphs) is selected for free dictation. The teacher first reads the text expressively once (about the content of the text conversation held, some the rules to be reminded too possible); then of the text after the first part is read again, students write its content. In this change the structure of the sentence without breaking the content, a word with a meaning close to it word with replacement freedom is given. Free dictation spelling the rules while serving to strengthen, students' speech grows, thinking ability develops.

Picture dictation is performed by showing the picture of the object or itself: the picture of the object is shown, students say its name and write down a comma, that's how it works continue is

enough. (First word head letter with, the rest to the rule according to writing mentioned). Picture in dictation studied the rule especially, study year during Learn how to spell difficult words correctly, as well as them students how test their mastery purpose in the eye is caught.

Inspection or control dictation recently studied and before studied exercises with fortified the rules students where level that he has mastered determination in order to will be held. First text one times by reading is given after words if talk 5-6 wordy if 2-3 word dictation by doing is recorded.

Teacher of the lesson purpose and qualification formation on work stage account received without of dictation all of types consistency with uses

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