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THE METHODOLOGY OF TEACHING SPELLING IN PRIMARY EDUCATION MOTHER TONGUE CLASSES

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Abstract: The article discusses approaches to improving students' language literacy, fostering a high level of humanistic culture, and developing fluent and coherent speech. It highlights the importance of adherence to the norms of the literary language and examines methods of teaching orthography in mother tongue classes. Furthermore, the study provides insights into effective strategies for preventing orthographic and pronunciation errors in mother tongue instruction.

Keywords: mother tongue, orthography, methods and approaches, spelling errors, discussion method, students, education, grammar.

Language is one of the fundamental components and indicators of a nation's culture and development, and it also plays a significant role in the advancement of national statehood. Human history, particularly the history of our ancestors' statehood, demonstrates that ancient states consistently sought to strengthen the foundations of governance, establish and stabilize national statehood, and promote unity and collective aspirations through the effective use of linguistic elements. They also undertook specific measures aimed at expanding the use of the native language within their territories. As an inseparable component of society, language encompasses all spheres of human life. Therefore, its study is not only essential but also an obligation for every enlightened and patriotic individual.

Under contemporary conditions, society requires schools to educate students who are devoted to their homeland, as they represent the generation responsible for shaping the future of the country. Such individuals should possess a high level of humanistic culture and demonstrate fluent, coherent, and eloquent speech. In achieving these goals, the study of the mother tongue occupies a crucial place in general and secondary specialized educational institutions, since the subtleties, expressiveness, and aesthetic value of language can only be fully comprehended through the study of this subject.

One of the most important foundations for the development and dissemination of a language is its orthographic system. Orthography, or spelling, may figuratively be regarded as the "mirror" of a language. The more comprehensive, effective, and consistent with the linguistic nature of its speakers the orthographic system is, the more stable, authentic, and enduring it becomes, thereby gaining wider recognition and acceptance. Otherwise, it risks losing its value and significance, making adherence to its norms and requirements increasingly difficult. Indeed, orthography serves as a framework that facilitates and guides the process of writing and creative expression.

At the present stage, considerable achievements can be observed in the works of scholars, where grammatical deficiencies in the speech of primary school pupils have been identified and methods for overcoming them have been investigated. The education of enlightened individuals is an essential prerequisite for social development, and an important component of such education should be the mastery of all the riches of the native language. The timely formation of the grammatical aspect of a child's language serves as a fundamental condition for the comprehensive development of speech and general psychological processes. Language and speech perform a guiding function in the development of thinking and verbal communication, in planning and organizing a child's activities, in self-regulation of behavior, and in establishing social relationships.

The sources and factors influencing the development of children's language and grammatical competence are multifaceted; accordingly, pedagogical requirements, methods, and forms of instruction are also diverse. The formation of grammatical competence in children's speech is a naturally occurring process, as children acquire language through exposure to its grammatical system, that is, through speech acts in which language performs a communicative function rather than being presented in a systematic manner. Therefore, one of the principal tasks of preschool educational institutions is to ensure the formation of grammatically correct speech in children [7, p. 14].

Numerous domestic and foreign scholars and methodologists have conducted research on orthography and speech development, including Ye. N. Vodovozova, A. N. Gvozdev, L. S. Peshkovskiy, A. S. Simonovich, Ye. I. Tikheeva, K. D. Ushinskiy, N. K. Krupskaya, F. A. Sokhin, Ye. A. Flerina, F. Zikriyoyev, D. Saymiddinov, X. Sharipov, M. Shokuriy, M. Lutfulloyev, and A. Eshonjonov.

Orthography (spelling) is a system of generally accepted rules governing the correct writing of words in the literary language. The study and mastery of orthographic rules constitute a complex process, since before writing any word, it must first be pronounced correctly, fluently, and accurately. The primary objective of teaching orthography is to develop literacy among learners. Students' written work should be literate, accurate, error-free, aesthetically pleasing, and legible.

Competency-based education possesses distinctive features in the teaching of grammar and orthography, and the effectiveness of instruction largely depends on the factors mentioned above. This educational approach requires primary school teachers to continuously improve their professional competence, broaden their outlook, and enrich their pedagogical experience. It also encourages them to participate in open, model, and traditional lessons conducted by their colleagues for the purpose of exchanging experiences and ideas, and to employ effective teaching approaches, techniques, and methods based on the principles of competency-based education in order to enhance the competencies of their students.

The discussion method has long been recognized as an effective instructional approach. Initially, it was also referred to as the question-and-answer method or the heuristic method. According to this approach, the teacher poses a series of questions to learners, who, through independent activities such as observation and working with textbooks and other didactic materials, arrive at the necessary conclusions and provide answers to the questions. This method stimulates students' thinking and encourages them to express their ideas independently. In this context, the question serves as a means of both recalling previously acquired knowledge and conducting inquiry. For example, if a teacher asks, "How many syllables do the words 'homeland,' 'peace,' and 'dove' consist of?", the question is intended to determine the division of these words into syllables. In this case, the solution lies in counting the number of syllables. However, using the same material, the teacher may formulate another task by asking which sounds and letters occur in these words and

which words should be written with capital letters or lowercase letters. In such cases, learners' inquiry is not limited to counting syllables but is directed toward identifying other similarities and relationships among linguistic phenomena.

The problem-based teaching method represents an improved form of the discussion method, in which the formulation of a problem occupies a central position. When discussing the application of the problem-based approach in primary education, several practical factors should first be taken into account, including pupils' age, level of preparedness and experience, curriculum requirements, and time constraints. According to psychologist S. Aliyev, before presenting a problem related to a particular topic, it is necessary to determine whether learners already possess the prerequisite knowledge concerning that topic; otherwise, the implementation of such a method will not yield the desired results. For example, asking a first-grade pupil who has not yet studied the orthographic use of the letter "y" under what circumstances this letter should be written will not create a problematic situation. In such a case, no genuine problem arises. The question, therefore, is: under what conditions can a problem situation actually be created?

Let us assume that a second-grade pupil has already studied the orthographic rule concerning the letter "y" and has memorized the statement from the textbook: "The consonant 'y' occurs only at the end of a word." The teacher may then present several examples in which, as a result of word formation, the consonant "y" changes into "i" and ask learners to identify the phenomenon observed. For instance, students may be asked: "Pay attention to these words. What do you notice? Why are some words written with 'y', whereas others are written with 'i'? Under what conditions does 'y' change into 'i'?" In such a situation, a problem-based task emerges, at least for the learner who is confronted with the discrepancy between the memorized rule and the linguistic examples.

Various types of exercises are employed in teaching grammar and orthography, including copying exercises, different forms of dictation, grammatical analysis, written responses to questions, analogical reasoning involving words and sentences, written narratives, essays, and other written assignments. During the consolidation stage, the teacher usually selects one or two of these activities, the completion of which requires a certain degree of learner independence. It should be noted that the scope and complexity of independent work during the reinforcement stage should be broader and more demanding than those assigned at the beginning of the lesson.

Numerous charts and visual aids are used in grammar and orthography instruction, as they save time and facilitate the understanding of rules. Among them are charts devoted to the alphabet; vowels and consonants; voiced and voiceless sounds; lexical categories (words denoting objects, qualities, and actions); nouns and plural forms of nouns; adjectives, including qualitative and relative adjectives; personal pronouns; verbs, verb tenses, person and number forms of verbs; particles; sentences and their components, and many others.

Didactic materials play an important role in mastering and reinforcing instructional content, as well as in making classroom activities more dynamic and engaging. In the teaching of grammar and orthography, the use of didactic resources such as illustrated story cards, individual task cards, and grammar cards is particularly effective and appropriate.

The "Writing Together" Method. This method enables learners to write simple words, phrases, and sentences accurately by using the blackboard, textbooks, and other visual materials as references.

The "Jumbled Words" Method. Through this method, learners develop the ability to construct simple sentences in accordance with the syntactic norms of the Tajik language. It is essential to involve students in discussing sentence structure, as such activities help them evaluate

the organization and sequence of sentence elements and express their thoughts correctly in both oral and written forms.

The "Gap-Filling" Method. This method also facilitates the formation of simple sentences according to the syntactic rules of the Tajik language. Active participation in discussions concerning sentence structure is of particular importance, as it allows students to analyze sentence organization and improve the accuracy of their oral and written expression.

The "Diagnostic Dictation" Method. This method provides learners with the opportunity to compare their written work with the source text, identify errors, and make corrections. The application of this approach develops students' editing skills and promotes self-correction. In the long term, these competencies enable learners to improve their writing abilities and effectively utilize literary sources, reference materials, and dictionaries.

It should be emphasized that orthographic errors constitute the majority of mistakes made by primary school pupils. The greater the number of grammatical and orthographic rules in a language, the more diverse the types of spelling errors that may occur. However, orthographic errors can be classified into several groups according to the nature of the rules they violate. These include:

1. Orthographic errors related to consonants and the letters belonging to the yotbarsar category.
2. Errors associated with consonant letters, particularly those involving the letters t, d, and h.
3. Errors involving doubled consonants.
4. Errors in the use of capital letters in proper nouns and at the beginning of sentences.
5. Errors related to the transfer of parts of words from one line to another (hyphenation errors).
6. Errors connected with the spelling of word components and parts of speech.

Orthographic errors manifest themselves in various forms, including the omission of letters (e.g., balantar, pila), the insertion of unnecessary letters, the substitution of one letter for another (e.g., sabat, dek, ruz), the incorrect separation or combination of words and their components, and the misuse of uppercase and lowercase letters at the beginning of words and sentences. These issues raise important questions: What are the causes of students' spelling errors? How can such errors be prevented? What corrective measures should be applied when they occur? Many teachers encounter difficulties in identifying the underlying causes of orthographic errors, which, in turn, complicates the process of correcting them. Therefore, teachers should possess a thorough understanding of their pupils. They should not only identify the weaknesses of individual learners but also comprehensively study each child's personal characteristics, abilities, level of knowledge, and psychophysiological traits. Every teacher should bear in mind that effective instruction and education are impossible without a comprehensive understanding of learners.

The principal causes of orthographic errors among students may be summarized as follows:

1. **Insufficient knowledge or misunderstanding of spelling rules.** Students often make spelling mistakes because they are unfamiliar with the relevant rule or have not understood it correctly. Such deficiencies may arise for several reasons: (a) the learner was absent when the topic was taught; (b) although present, the learner failed to benefit from the lesson; (c) the topic was not adequately covered; or (d) the teacher was unable to explain the material effectively.
2. **Lack of practical skills in applying orthographic rules.** Even when students know a particular rule, they may not yet possess the skills necessary to apply it correctly in practice. Consequently, systematic exercises are required to develop and reinforce these skills.
3. **Influence of pronunciation on spelling.** Some spelling errors result from inaccurate pronunciation. For example, children may pronounce muallim ("teacher") as ma'lim, kitob ("book") as kitov, or direktor ("director") as direktur, which subsequently affects their written forms.

4. **Speech impairments.** In certain cases, speech defects contribute to orthographic errors. Some learners may be unable to articulate the sound /r/ and substitute it with /l/, or replace the sound /s/ with /sh/, leading to inaccuracies in writing.

5. **Individual psychological characteristics and nervous system factors.** Orthographic mistakes are often associated with learners' individual characteristics and psychophysiological conditions. Slow writing speed, anxiety, or lack of concentration may cause students to make errors while writing words.

6. **Instructional methods used in teaching orthography.** Several approaches are employed in orthographic instruction, among which orthographic analysis, copying exercises, spelling cards, and dictation activities are considered the most important.

In order to prevent orthographic errors, teachers should adhere to a number of essential pedagogical conditions and requirements.

1. The first, fundamental, and most important condition is to identify and eliminate shortcomings in mother tongue instruction. A serious deficiency observed in practice is that teachers often spend excessive classroom time on unnecessary and ineffective discussions. As a consequence, students engage in very little writing during lessons, which can easily be observed from their notebooks.

2. Students should clearly understand the meanings of the words and sentences they write.

3. Particular attention should be paid to the correct and literary pronunciation of words, as well as to their accurate reading and error-free spelling.

4. Sentences and words should be analyzed systematically, including the examination of word structure, the selection of synonyms, and the use of orthographically difficult words in phrases and contexts.

5. All aspects of language should be studied, interpreted, and explained in an integrated manner, including phonetic and graphemic analysis, word formation, and parts of speech.

6. Orthographic exercises and lexical-semantic activities should be organized properly and purposefully.

7. Orthographic exercises should be conducted systematically and consistently.

8. Orthographic rules should be memorized and reinforced.

9. Students should be taught to analyze and identify the structural components of words.

In conclusion, the application of these instructional approaches is particularly appropriate in the fourth grade. The implementation of such phonetic and morphological exercises contributes not only to the enrichment of students' vocabulary but also to the expansion of their comprehension and worldview. Furthermore, these activities provide additional knowledge concerning the etymological aspects of words and promote the development of learners' speech culture, linguistic competence, and expressive abilities. Consequently, systematic grammar and orthography instruction plays a significant role in fostering students' literacy and enhancing the quality and aesthetic value of their oral and written communication.

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