

ISSN:2181-1458

**O‘ZBEKISTON RESPUBLIKASI
OLIV VA O‘RTA MAXSUS
TA‘LIM VAZIRLIGI**

**NAMANGAN DAVLAT UNIVERSITETI
ILMIY AXBOROTNOMASI**

**НАУЧНЫЙ ВЕСТНИК НАМАНГАНСКОГО
ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА**

**SCIENTIFIC BULLETIN OF
NAMANGAN STATE UNIVERSITY**



namdu.uz ilmiy@inbox.uz

[Namdu_ilmiybolim](#)

ISSN:2181-0427

2022

4



Бош муҳаррир: Наманган давлат университети ректори С.Т.Тургунов

Масъул муҳаррир: Илмий ишлар ва инновациялар бўйича проректор М.Р.Кодирхонов

Масъул муҳаррир ўринбосари: Илмий тадқиқот ва илмий педагогик кадрлар тайёрлаш бўлими бошлиги Д.Дехқонов

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Ушбу журнал 2019 йилдан бошлаб Ўзбекистон Республикаси Олий аттестация комиссияси Раёсати қарори билан физика-математика, кимё, биология, фалсафа, филология ва педагогика фанлари бўйича Олий аттестация комиссиясининг диссертациялар асосий илмий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган.

“НамДУ илмий ахборотномаси–Научный вестник НамГУ” журнали Ўзбекистон Матбуот ва ахборот агентлигининг 17.05.2016 йилдаги 08-0075 рақамли гувоҳномаси ҳамда Ўзбекистон Республикаси Президенти Администрацияси ҳузуридаги Ахборот ва оммавий коммуникациялар агентлиги (АОКА) томонидан 2020 йил 29 август куни 1106-сонли гувоҳнома га биноан чоп этилади. “НамДУ Илмий Ахборотномаси” электрон нашр сифатида халқаро стандарт туркум рақами (ISSN-2181-1458)га эга НамДУ Илмий-техникавий Кенгашининг 11.04.2022 йилдаги кенгайтирилган йиғилишида муҳокама қилиниб, илмий тўплам сифатида чоп этишга рухсат этилган (Баённома № 4). Мақолаларнинг илмий азияси ва келтирилган маълумотлар учун муаллифлар жавобгар ҳисобланади.



FORMATION OF WRITING IN ENGLISH LESSONS

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Abstract: This article discusses how to form writing skills in English lessons. Factors contributing to the formation of literate writing have been illustrated.

Key words: Integration, generalization, comprehension, unverifiable spellings, driving factor, pronunciation, spelling, method of verification.

INGLIZ TILI DARSLARIDA YOZISH KO'NIKMALARINI SHAKLLANTIRISH

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Annotatsiya: Ushbu maqolada ingliz tili darslarida yozish ko'nikmalarini qanday shakllantirish kerakligi muhokama qilinadi. Imlo qoidalari shakllanishiga yordam beruvchi omillar tasvirlangan.

Tayanch iboralar: Integratsiya, umumlashtirish, tushunish, tasdiqlanmaydigan imlolar, harakatlantiruvchi omil, talaffuz, imlo, tekshirish usuli.

ФОРМИРОВАНИЕ ПИСЬМА НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

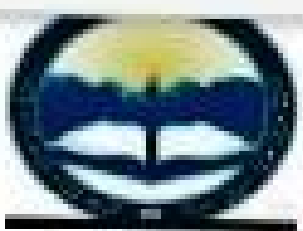
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Аннотация: В данной статье рассматриваются способы формирования навыков письма на уроках английского языка. Проиллюстрированы факторы, способствующие формированию грамотного письма.

Ключевые слова: Интеграция, обобщение, понимание, непроверяемые написания, движущий фактор, произношение, правописание, метод проверки.

Integration, generalization, comprehension of new knowledge, linking them with the life experience of the child on the basis of the formation of the ability to learn, to learn to teach oneself - this is the task in which there is no substitute for school today. One of the most difficult tasks of primary education is the formation of writing in English language lessons. After all, it is in the primary grades that the foundations of spelling are laid. And on how fully the skills of literate writing will be formed during this period, the further education of the child, his ability to assimilate the program in the English language depends.

Factors contributing to the formation of literate writing: The visual factor works when memorizing unverifiable spellings. There are a lot of them in English. Psychologists have proven that once a child misspelled a word, he will remember it visually, and the hand will fix



the wrong graphic image of the word, and it will be deposited in memory so firmly that then it will be necessary to write this word 100 times to eliminate the mistake. Therefore, the golden rule of the student: never write if you don't know for sure: first warn the mistake. We can use the following techniques: a letter with gaps - you don't know for sure, don't write, ask the teacher, look in the dictionary, make sure, and then write down the word using a different type of paste to highlight a difficult letter; there is such a trick - you need to teach the child to write dictation[1].

For example: Winter is coming. The teacher says: "I came - the prefix at. Winter is an unstressed vowel and, checked by stress - winters." And then a similar sentence is given: Autumn has come. Children already speak for themselves. They begin to get ahead of the teacher with their answers. they do it on their own, to themselves, with a pause of the length they need. Let them think, let the child speak to himself! He learns to see, to explain this spelling to himself before he writes it[2];

c) very weak children can be given to look at the text of the dictation before writing it. Let him remember at least something, see and write correctly;

d) the reception of the wrong letter also causes a lot of controversy. So, for example, a text "written by Dunno" is given - with missing letters. Usually children look for other people's mistakes with great enthusiasm. But this type of work teaches them to see mistakes, and this is spelling vigilance that we need to develop and form [3];

e) a technique that makes you think about writing: when studying the topic "Unstressed vowel in the root, checked by stress", you can invite children to write five words with an unstressed vowel in the root and be sure to emphasize them. This is our goal: to make the child think when writing;

f) you can conduct the so-called "dictation with justification". The teacher dictates words, for example, with an unstressed vowel, checked by stress. Children must first write down the test word, and then only the one dictated by the teacher, i.e. they must justify the spelling. This will teach them to "hear" the spelling, to justify their choice of its spelling;

g) before the dictation, presentation, composition, you can carry out such preparatory work: write out difficult words and include them in the work in the lesson. Children can read them in chorus, individually, memorize them, explain their spelling, make sentences with them. This makes it possible to prevent errors in dictations, presentations, essays;

h) work with signal cards also gives good feedback for the teacher. Before writing down words for a certain rule, the children first hold up the signal cards and show the letter they want to write, and then, with the approval of the teacher, they write without error.

Auditory factor. The writer, as you know, always starts from what he hears. Therefore, he must listen well and hear what the teacher says or what he says to himself. Therefore, the teacher must develop phonemic awareness. You need to start this work from grade 1. For example, when studying the topic "Unstressed vowels" you can carry out the following game techniques:

a) "Find a dangerous place." The teacher says a word, and the children clap their hands as soon as they hear a sound that cannot be trusted when writing. If there is one, then there is a "dangerous place". If two unstressed vowels, then there are two "dangerous places"[4];

b) "Traffic light". Children show a red signal as soon as they find a "dangerous place";

c) "Light the beacon". This is a sound analysis with a diagram that indicates "dangerous places", i.e. red signals (circles) are placed under the "dangerous places". After a preliminary sound



analysis, words are printed or laid out from the letters of the split alphabet with the omission of "dangerous places". We develop a method of action: "If the sound can be trusted, I designate it with a letter, if not, I put a danger signal in its place." The ability to see such a danger signal, the search for a "dangerous place" in the written word is already the beginning of learning to self-check the written word. For example, a sentence is written on the board: Fluffy snow lay on the ground. Children, under the guidance of a teacher, look for "dangerous places" and mark them on the board with red circles. This work activates them, teaches them to see the spelling, and arouses interest.

d) you can also use this technique: "dictation with underlining". During the dictation, the teacher taps on the table at the moment when he pronounces a word with any spelling. This tapping activates the student's mental activity, makes him think, search, find the correct answer

Driving factor. Any spelling skill can only be achieved through practice, i.e. with the rhythmic movement of the writing hand. That is why it is necessary to write as much as possible in the lesson. The hand itself, moving along the line, creates a graphic image of a particular word, "remembers" and then writes it automatically.

Pronunciation. An important role in the formation of a spelling skill is played by the so-called spelling pronunciation, i.e. speaking the way you write. This technique is used by many teachers. And it gives good results. Such work must be carried out from grade 1. Let the student, dictating a sentence, pronounce each word spelling, pronounce it clearly in syllables. The student names the syllable and the vowel in it. Articulation itself in this case is an integral part in the process of writing. The work of the speech apparatus in the process of pronunciation creates a kind of memorizing image of the word, the repeated repetition of which aloud and to oneself contributes to a stronger memorization of its spelling. This is a kind of "slander". Most often it concerns memorizing the spelling of difficult words. Such repeated spelling pronunciation is scrolled several times in the lesson, repeated in subsequent lessons and, in the end, is firmly remembered.

Commenting. When commenting, a high level of self-control is achieved, since the student not only fixes, but explains the spelling. Commenting is a type of exercise that includes explanatory reasoning in the process of writing words, sentences. When commenting or spelling analysis, the student first of all finds the object of explanation, i.e. spelling. The spelling of the word is explained not by the complete formulation of the rules, as it is given in the English language textbook, but by individual words - comments, i.e. in the same way as the student's thought naturally flows in inner speech, when he has well mastered the meaning and formulation of the rule. The commented letter is one of the methods of work to prevent errors, accustoms students to the conscious application of the rule, and contributes to the development of literate writing skills. A commented letter develops thinking, memory, attention, speech of students: they learn to speak clearly, concisely, reasonably, children develop good diction. The commented letter allows for the systematic repetition of the material, allows the teacher to identify students' knowledge and check their spelling skills. In the course of spelling analysis, in order to make visual perception purposeful and more active, symbols and graphic tools are used to highlight the spelling itself and the conditions on which its writing depends. In this case, the spelling is underlined from below with one line, the preceding or following (or both) letters, on which the spelling of this spelling depends, are underlined with two lines. When emphasizing a spelling, the student fixes his ability to detect it, with a graphic designation of a spelling - to determine



its type, noting the identifying features of the spelling, proof of its spelling, method of verification. Such work must be carried out systematically, especially when doing homework, which increases the attention of students during its verification, when the teacher asks the children to name the spellings they have encountered.

So, the necessary conditions for the formation of a full-fledged and lasting spelling skill is the development of spelling vigilance, which consists in the ability to detect, see, notice spellings and qualify them on the basis of identification features. Understanding the structure of spelling vigilance, as well as creating conditions for its development, allow teachers to form a higher level of development of spelling vigilance in most students, which has a positive effect on literate writing and leads to a reduction in spelling errors.

Purposeful, systematic work on the formation of spelling vigilance gives good results. Children learn the basic orthograms, learn to determine the place in the word where spelling difficulties arise, learn to see spellings that have not yet been studied. All this work helps the mental development of children, develops memory, observation, vigilance, teaches children to analyze and synthesize. The English language is becoming a favorite subject for the majority. And this is important, children begin to relate to the lessons of the English language with great interest.

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