



METHODS OF IMPROVING ORTHOGRAPHIC LITERACY THROUGH WORKING ON PARTS OF SPEECH IN MOTHER TONGUE LESSONS IN PRIMARY GRADES

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ABSTRACT	KEYWORDS
<p>This article analyzes the pedagogical and methodological foundations of organizing activities related to parts of speech in mother tongue lessons aimed at improving the orthographic literacy of primary school pupils. The paper highlights methods for the conscious mastery of spelling rules and the formation of grammatical and orthographic skills through teaching parts of speech. In addition, the influence of a system of exercises and tasks, interactive methods, and practice-oriented approaches on students' literacy is scientifically and practically substantiated.</p>	<p>Primary education, mother tongue, parts of speech, orthographic literacy, spelling, grammatical skills, methodology.</p>

Introduction

In the process of modernizing the education system today, special attention is being paid to the quality of primary education. This is because it is precisely at the primary school stage that students' speech activity, written and oral speech culture, orthographic literacy, and conscious attitude toward language are formed. Therefore, developing orthographic literacy in teaching the mother tongue is considered one of the main pedagogical tasks of general secondary education schools.

Orthographic literacy is the ability of a learner to correctly write words, word combinations, and sentences in accordance with spelling rules. It is formed not only through memorization of rules, but also through the conscious application of grammatical knowledge and understanding the structure and meaning of words. From this perspective, teaching parts of speech in mother tongue lessons at the primary level serves as an important methodological basis for improving orthographic literacy.

Parts of speech are central categories in the grammatical system of language, ensuring the differentiation of words according to their meaning, form, and function in speech. By mastering basic parts of speech such as nouns, adjectives, verbs, numerals, and pronouns, primary school pupils begin to understand language rules more deeply. This, in turn, leads to the correct use of affixes, accurate spelling of word forms, and a reduction in spelling errors.

Practice shows that many orthographic errors made by pupils are directly related to their inability to distinguish parts of speech and to understand the function of grammatical forms. Therefore, it is possible to effectively develop orthographic literacy by organizing activities related to parts of speech in a purposeful, systematic, and methodologically sound manner.

This article provides a theoretical and practical analysis of methods for improving pupils' orthographic literacy through working on parts-of-speech-related activities in mother tongue lessons in primary grades and substantiates effective pedagogical approaches.

Pedagogical and Methodological Significance of Teaching Parts of Speech

Parts of speech are one of the most important categories that constitute the grammatical system of a language, ensuring the differentiation of words by meaning, form, and function in speech. Teaching basic parts of speech such as nouns, adjectives, verbs, numerals, and pronouns in primary school helps form a scientific outlook on language among pupils.

Methodological literature emphasizes that orthographic literacy can be improved by integrating theoretical information with practical exercises in the process of teaching parts of speech (Lvov, 2018). For example, the spelling of plural forms of nouns, degrees of adjectives, or tense suffixes of verbs is directly related to spelling rules.

System of Exercises and Tasks in Forming Orthographic Literacy

A system of exercises and tasks plays a crucial role in forming orthographic literacy in primary school. Exercises related to parts of speech should be organized in the following areas:

- Selection-based exercises – identifying specific parts of speech in a given text and explaining their correct spelling;
- Completion exercises – correctly inserting missing letters or suffixes in sentences according to the relevant part of speech;
- Comparison exercises – identifying spelling differences by comparing words belonging to different parts of speech;
- Creative exercises – writing short texts using given parts of speech.

Such exercises increase pupils' cognitive activity and help them consciously master orthographic rules (Abdullaeva, 2021).

Interactive Methods and Practice-Oriented Approaches

The use of interactive methods in modern education is considered effective in increasing the interest of primary school pupils. In teaching parts of speech, the following interactive methods contribute to improving orthographic literacy:

- Group work – constructing examples using specific parts of speech while applying spelling rules;
- Game technologies – reinforcing rules through didactic games such as “Write Correctly” and “Find the Word”;
- Clusters and tables – systematizing parts of speech and their characteristic spelling rules.

Such practice-oriented approaches develop pupils' independent working skills and reduce the number of errors in written speech (Saidov, 2020).

The Role of Parts of Speech in Preventing Pupils' Orthographic Errors

Research shows that many orthographic errors made by primary school pupils are related to difficulties in distinguishing parts of speech. For instance, confusion between verb and noun forms, incorrect spelling of adjective suffixes, or errors in pronoun spelling are frequently observed.

Such errors can be prevented through systematic and step-by-step teaching of parts of speech. When a teacher explains each new rule by linking it to prior knowledge and using comparative analysis, stable orthographic skills are formed in pupils (Lvov, 2018).

CONCLUSION

The scientific analysis and methodological observations conducted in this study indicate that the correct and purposeful organization of activities related to parts of speech in primary school mother tongue lessons plays an important role in forming and improving pupils' orthographic literacy. Integrating grammatical knowledge with orthographic rules in teaching parts of speech contributes to the conscious development of correct writing skills.

The results of the study confirm that a system of exercises and tasks based on parts of speech enables pupils to understand language material more deeply and reduces the number of spelling errors. In particular, exercises based on selection, comparison, completion, and creative thinking develop pupils' independent thinking skills and teach them to apply orthographic rules in practice.

Furthermore, the use of interactive methods and game technologies increases pupils' interest in the mother tongue subject and makes lessons more effective and meaningful. Teaching parts of speech through group work, didactic games, tables, and clusters yields positive results in strengthening orthographic literacy.

In general, systematically teaching parts of speech at the primary stage creates a solid foundation for the formation of orthographic literacy in subsequent stages of education. In this process, the teacher's methodological competence, the appropriateness of exercises and tasks, and practice-oriented approaches play a decisive role.

The scientific and methodological conclusions presented in this article may serve as a theoretical and practical basis for organizing mother tongue lessons in primary grades, developing methodological recommendations aimed at improving pupils' orthographic literacy, and enhancing pedagogical practice.

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