

## THE CURRENT STATE OF IMPROVING SPELLING LITERACY IN MOTHER TONGUE LESSONS AMONG PROSPECTIVE PRIMARY SCHOOL TEACHERS

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ABSTRACT	KEYWORDS
<p>This article provides a scientific-theoretical and practical analysis of the current state of improving spelling literacy among prospective primary school teachers in mother tongue lessons. The study examines the role of spelling literacy in the professional training of primary school teachers, the factors influencing its formation, and the existing educational practices in higher education institutions. Based on pedagogical experience and scientific sources, the level of orthographic preparedness of future teachers is assessed, existing problems are identified, and scientifically grounded conclusions aimed at overcoming these challenges are formulated.</p>	<p>Prospective teacher, primary education, mother tongue, spelling literacy, professional training, orthography, pedagogical education..</p>

### Introduction

In the global educational space, improving the quality of human capital and training competitive, intellectually capable specialists has become one of the priority tasks. In this process, the primary education system occupies a special place, as it is at this stage that students' literacy, speech activity, language culture, and attitudes toward learning are formed. Therefore, the professional training of primary school teachers, particularly their spelling literacy, is considered one of the key factors that directly affect the quality of education.

The development of spelling literacy in mother tongue lessons requires teachers to possess a high level of linguistic competence, thorough knowledge of orthographic rules, and the ability to apply them methodologically correctly. For prospective primary school teachers, correct writing, adherence to literary language norms, and written speech culture constitute an integral part of professional competence. This is because the teacher's speech constantly serves as a model for students.

Practical experience shows that the spelling preparedness of some prospective primary school teachers studying in higher education institutions is insufficient. In students' written works, errors related to

suffix spelling, compound words, verb forms, and grammatical structures are frequently observed. This situation may negatively affect students' literacy in their future pedagogical activities.

From this perspective, a scientific analysis of the current state of improving spelling literacy among prospective primary school teachers in mother tongue lessons, identifying existing problems, and determining ways to address them is a highly relevant pedagogical task. This article explores these issues from both theoretical and practical standpoints.

## **The Role of Spelling Literacy in Teachers' Professional Training**

Spelling literacy is an essential component of a teacher's overall professional competence. A primary school teacher not only teaches students spelling rules but also serves as a linguistic role model. Any error in the teacher's oral or written speech may be perceived by students and internalized as an incorrect habit (Vygotsky, 2017).

Therefore, the spelling literacy of a prospective teacher is closely linked to pedagogical mastery, methodological training, and language culture. Research indicates that insufficient orthographic preparedness of teachers often leads to literacy problems among primary school students (Lvov, 2018).

## **The State of Spelling Preparedness of Prospective Teachers in Higher Education Institutions**

Currently, pedagogical higher education institutions focus on developing spelling literacy through subjects such as mother tongue, practical Uzbek language, speech culture, and fundamentals of linguistics. However, in teaching these subjects, theoretical knowledge often dominates, while insufficient attention is paid to practical exercises (Abdullaeva, 2021).

Analyses show that many students know spelling rules theoretically but experience difficulties applying them correctly in written speech. Errors are particularly common in suffix spelling, compound and paired words, verb forms, and orthographic exceptions. This indicates a lack of systematic work aimed at improving spelling literacy among prospective teachers.

## **Factors Influencing the Improvement of Spelling Literacy**

The formation and development of spelling literacy among prospective primary school teachers are influenced by the following factors:

- the quality of educational content and curricula;
- insufficient proportion of practical exercises in mother tongue courses;
- inadequate independent writing practice among students;
- limited use of modern pedagogical and interactive methods;
- teachers' methodological preparedness and assessment systems.

Without addressing these factors, achieving a high level of spelling literacy among future teachers remains challenging (Saidov, 2020).

## **Existing Problems and Scientific Analysis**

An analysis of pedagogical practice and scientific literature reveals several problems in improving spelling literacy among prospective primary school teachers. These include an approach based on mechanical memorization of spelling rules, insufficient emphasis on applying grammatical knowledge in practice, and a lack of systematic analysis of students' written speech.

Additionally, insufficient development of orthographic self-control skills, limited ability to recognize and correct one's own errors, and weak reflective skills are identified as pressing issues (Lvov, 2018).

## CONCLUSION

The analysis of psychological-pedagogical literature and pedagogical sources demonstrates that the current state of improving spelling literacy among prospective primary school teachers in mother tongue lessons reveals a number of existing problems. Spelling literacy occupies a significant place in teachers' professional training, and its level directly affects the quality of primary education.

The findings indicate that higher education institutions emphasize theoretical knowledge in teaching mother tongue and methodology courses, while insufficient conditions are created for developing students' written speech and strengthening orthographic skills in practice. This leads to weak formation of conscious application of spelling rules, self-analysis, and error correction skills among future teachers.

Moreover, the study reveals limited use of interactive methods, practical exercises, creative writing tasks, and reflective analysis approaches aimed at improving spelling literacy. However, these methods are essential for forming stable orthographic skills.

In general, to enhance spelling literacy among prospective primary school teachers, it is necessary to improve the content of mother tongue instruction in higher education institutions, increase the proportion of practical exercises, and conduct systematic work focused on analyzing written speech. At the same time, enhancing teachers' methodological competence and introducing innovative educational technologies are of great importance.

The scientific conclusions and analytical results presented in this article contribute to improving the system of training prospective primary school teachers, enhancing their spelling literacy, and ultimately increasing the quality and effectiveness of primary education.

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