



Effects Of Teaching Grammar of Writing in Primary School

Shaxnoza Razakova

German teacher at Chirchik State Pedagogical University

Gulchehra Agzamkhanova

3rd year student of preschool and primary education, foreign language
(English) at Chirchik State Pedagogical University

Abstract: Introducing advanced methods of teaching using modern pedagogic and information and communication technologies, to fundamentally improve the system of teaching foreign languages to the growing young generation, training specialists who can speak these languages freely, and on the basis of this, in order to create conditions and opportunities for their achievements of world civilization and wide use of world information resources, development of international cooperation and communication. The purpose of the article is to improve the writing skills of primary school English learners, teach them new writing techniques, and increase their interest in English.

Key words: teaching, writing, primary school ages, spelling, English language, writers, methods, exercises, literate writing, grammar.

Introduction

Another important issue that always comes to our mind is related to the manners, behavior and, in a word, worldview of our youth. Today, times are changing rapidly. Young people are the ones who feel these changes the most. Let the youth be in harmony with the demands of their time. But at the same time, he should not forget his identity. Let the call of who we are and the descendants of great people always resonate in their hearts and encourage them to stay true to themselves. How can we achieve this? Education, education and only education.

Shavkat Mirziyoyev

Learning foreign languages, mainly English, from the first grades of general education schools in all regions of the republic in the form of yin-style lessons and speaking lessons, and starting from the second grade, it gradually begins to master the alphabet, reading and grammar. Some special subjects, in particular technical and international specialties are taught in foreign languages in higher



educational institutions. Providing students and teachers of general secondary, secondary special, vocational educational institutions with textbooks and teaching-methodical complexes on foreign languages, reprinting them in compliance with the established deadline is carried out free of charge at the expense of the circulation funds of the Republican target book fund under the Ministry of Finance of the Republic of Uzbekistan.

Written speech is a kind of monologue speech. It is more developed than oral monologue speech. This is due to the fact that written speech implies a lack of feedback from the interlocutor. In addition, written speech has no additional means of influencing the perceiver, except for the words themselves, their order and the punctuation marks that organize the sentence. Written speech is a visual form of the existence of oral speech. [3;56] It simulates, that is, it is indicated by certain graphic signs, the sound structure of the words of oral speech, the temporal sequence of sounds is translated into a spatial sequence of graphic images, that is, letters. By the time the child enters school, the eyes and hands are to some extent already ready for learning to write, but the movements made in the process of writing cannot be reproduced either in drawing or in modeling. The process of writing involves other finger movements than the process of drawing and sculpting, and visual reproduction is also subordinated to these goals. Writing is a complex speech action, because it appears in the mental sphere of a person much later than other mental functions [4; 90]. Mental functions have not completed their development, so the training it relies on unformed mental processes. Writing is a difficult skill for a child that requires finely coordinated movements, well-coordinated work of the small muscles of the hand, the ability to concentrate, and the ability to control one's activities. Learning to write is a time-consuming process that usually takes place in the first months of children's stay at school.

The psychophysiological structure of activity in the process of writing is very complex. Consider the psychophysiological structure of writing in the norm. The writing process has a multi-level structure, including a large number of operations. The letter begins with a motive, a task. The man knows what he writes for. He mentally draws up a plan for a written statement, a semantic program, a general sequence of thoughts [5;92]. The first of the stages, which is part of the writing itself, is the analysis of the sound composition of the word. From the sound stream, which is perceived by a person, a series of sounds must be distinguished. Important conditions for writing are to determine the



sequence of sounds in a word and convert sound variants into clear generalized speech sounds - phonemes. At the beginning of the development of writing skills, these processes proceed completely consciously, and then they almost cease to be controlled by consciousness and are carried out automatically. The second stage is the translation of phonemes into graphemes, that is, into visual schemes of graphic signs, taking into account the spatial arrangement of their elements. Each phoneme must be translated into the corresponding letter to be written. The third and final stage in the process of writing is the recoding of the visual schemes of letters into a kinetic system of sequential movements necessary for recording (graphemes are translated into kinemes).

Literate writing is the observance of a number of spelling, punctuation and graphic rules. Literacy is understood not as a mediocre level of assimilation of spelling material, but as its limited volume compared to the total number of spelling rules, that is, the formation of knowledge and skills in spelling is important in teaching literate writing. The way to master literate writing is not only the awareness of the ways to detect spellings, but also the memorization of the very image of the word, which plays an important role in the formation of spelling skills of younger students. In primary school grades, spelling training includes a large number of spelling rules and the formation of basic spelling skills. Teaching literate writing in primary school is the formation of knowledge and skills in spelling [6; 122].

Spelling is a historically established system of uniform spellings that is used in writing. According to M.R. Lvov, there are three ways to master literate writing:

- Sound-letter analysis, which forms the ability of students to find difficult spellings;
- Memorization of the graphic composition of the word (techniques of cheating, for example);
- solving spelling problems, that is, certain actions that are performed on the basis of an algorithm.

To master the spelling of the correct letter, it is necessary to create conditions, namely:

- 1) Motivation for mastering literate writing;
- 2) Understanding of language meanings;
- 3) Attention to the alphabetic and morphemic composition of the word, the development of visual memory;



4) Mastering the skills on which the application of spelling rules is based (phonemic, morphemic, morphological and syntactic analysis);

5) Awareness of the spelling actions performed and how to implement them, mastering the skills of self-control when writing;

6) A sufficient number, proper selection and organization of spelling exercises that ensure the automation of spelling skills.

Note that in primary school the task is to form conscious spelling actions in relation to a certain circle of spellings. Thanks to conscious spelling actions, spelling skills are formed, while these skills should involve a certain automation, which is achieved when writing the most frequent words, in the application of simple rules.

Teaching spelling has always been the main task of the English language course. The content of teaching spelling consists of spelling theory (it includes rules, spelling, and dictionaries) and spelling skills (these include spelling vigilance, the ability to find and correct errors, and the ability to choose the correct spelling)[11;93].The content of teaching literate writing includes the formation of generalized spelling skills, namely the ability to detect spellings, determine the type of spelling, choose a method for checking it, check the spelling, and control the spelling of the letter. The system of teaching writing practically involves the use of a variety of methods depending on the age, preparation of children, the content of the lesson and the goal that the teacher sets in this lesson. The choice of methods and techniques for teaching spelling depends on spelling. Thanks to these methods, namely the use of various exercises, the formation of literate writing skills is achieved teacher's word. This method is widely used by primary school teachers for messages, for formulating tasks, as well as for etymological references of words.

Developing writing skills as you prepare for your writing sessions, consider how to make them as meaningful as possible. You can do this by thinking about your audience, context, and purpose. This can be a task for younger students, for example, writing a story, or for older students writing about their ambitions. Often in the classroom, it is easy to ask students to complete a task in a program or course book without thinking about the above three. Try to make it a habit characteristic of any future writing task - to determine the context, purpose and audience before they begin Assignment You can determine them all together, or the students can decide for themselves. Whichever way you try, it should make the entry more meaningful:



1. Writing can be fun - consider topics that your readers will enjoy.
2. Sometimes writing takes a lot of planning and sometimes none at all.
3. Students need to be able to write freely without worrying about accuracy.
4. Writing can be varied - there are many types of writing!

In general, in order to develop fluency in writing, a writer must concentrate and practice a variety of skills as follows:

Plan ideas logically - careful planning helps readers organize the text into a logical sequence and easy to read. The beginning should be like the beginning of the text that will interest the readers. Each “chunk” of the Text should naturally lead to the next. And of course, the ending should feel like it’s all over. Corrects Writing - When writing is concise, it means that the most effective words are used. Writers often fill sentences with words that are poorly chosen and can be removed or replaced. By giving transition feedback, editing and revising their writing after a day or two, students can develop their spotting skills. It should not be in the text. Paragraphs - Effective use of paragraphs helps readers follow the written work. In general, each paragraph should have its own opinion. A large block of text without paragraphs can confuse and confuse readers. Paragraphs are difficult to read if sentences are strung together without connecting words or phrases. As sentences must be linked within paragraphs, paragraphs must also be linked. When the reader moves from one paragraph to another, words and phrases can be used to help if the link is not clear. There are many activities such as grammar, vocabulary, framing, consistency and coherence, and sentences that students can do to help them work on their writing skills. Some actions may be aimed at clarifying their language, while others may help them convey meaning. Others may focus on the writing process itself learning how to begin a writing task, how to design, edit, and revise it.

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