

USING A SPELLING DICTIONARY IN STUDYING LITERACY AND CORRECTING STUDENTS' MISTAKES

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ABSTRACT

The article is based on the fact that error correction methods that require more independent work can also be used. Underlining the error without correcting it, underlining the misspelled letter or the syllable or word containing this letter are also methods of error correction. But these methods should not be mixed in debugging. The age of the students, the simplicity or complexity of the rules, the level of assimilation to the students and their independent work should be taken into account.

Studying the literacy level of students, correcting their orthographic and punctuation errors, taking into account and evaluating them, and methods of eliminating errors have a special place in the teaching of spelling.

All types of written work conducted at school are also a means of determining the literacy of students. Therefore, all types of written work can be used to determine the literacy of students. It is recommended to use dictation and essays and statements to form an idea of students' orthographic skills.

If the teacher does not check the written work of the students and correct their mistakes, the student is not interested in doing the next exercises, and even if he does, he is indifferent to the mistakes. The student should be aware that any written work is under the teacher's attention. It gives spiritual nourishment to the student. Students themselves can be involved in correcting errors. But it depends on the nature of the writing. Classroom exercises are often checked in the classroom itself under the guidance of the teacher. In this, the student's written works are checked. In this, the student checks his writings and corrects his mistakes. In this case, the "Spelling Dictionary" will be relied on.

Copied exercises, grammatical and orthographic analyzes can be checked in this way. But it does not allow to check the student's notebook completely. In each lesson, the teacher can take home the notebooks of 3-4 students (more weak students) and check it in every way.

How to fix errors? Editing is also a creative activity.

In school, a common way of correcting mistakes is to draw red ink over the misspelled letters and write the correct ones on top. But this method is not an effective method. If the student makes a mistake in Uzbek words (tala-dala) or in Russian, Persian and Arabic words (maktab-maktap), (gisht-gish), (ruchka-rochka) that have entered the active vocabulary and has the ability to quickly notice these mistakes, write the letter you can use the method of erasing and overwriting.

If a mistake is made in words that are difficult to spell (such as vzvod-vzvot; muzaffar-muzaffar), and from the psychological point of view it is necessary to reflect the photocopy of these words in the reader's mind, the word with the error written in red is erased and the correct form is written on it.

If the error is in grammatical form, not the letter, but the form is deleted or underlined: built-built, laughed-laughed. Because the student has to understand in which form he made a mistake. Some Methodists criticize this method, saying that if the teacher corrects the mistakes, the students are freed from independent work. This opinion cannot be considered correct, because this method of correction also encourages students to work independently: if a student writes p instead of b in the word school, the teacher corrects it and gives the student a number of words that correspond to this rule (book, chapter, full, read, sorry, along) makes it a task to find. But this method of error correction cannot be called the only method. In some cases, error correction methods that require more independent work can also be used. Underlining the error without correcting it, underlining the misspelled letter or the syllable or word containing this letter are also methods of error correction. But these methods should not be mixed in debugging. The age of the students, the simplicity or complexity of the rules, the level of assimilation to the students and their independent work should be taken into account.

Some teachers write down the wrong words found in the dictation, tell only the total number of mistakes and give the student the task of correcting them. This method encourages students to work independently. If it is used appropriately, its importance in the field of education will increase. The clearer the reader's error is, the easier it is to find. Conversely, the more general the teacher's instruction, the more independent work is required from the student. For example, if the student wrote the word common city separately in the dictation, the teacher can show the student that he made a mistake on the rule that indicates the cases where compound words are written without separation. It is also necessary to take into account the preparation and level of knowledge of students. When this method of correction is used, students are also given access to textbooks and other teaching aids.

If orthographic errors are not taken into account, it is impossible to continue the mother tongue classes and determine the students' literacy. Errors are different: errors related to a passed rule, errors related to a rule not yet passed; fatal errors, non-fatal errors, etc.

In order to determine the nature of errors, it is necessary to analyze them and group them based on a certain sign.

Errors are basically of two types: phonetic errors and morphological errors.

1. Phonetic errors. This includes some spelling and transposition errors.

2. Morphological errors. This includes mistakes made in the spelling of the root and suffixes, compound words, pairs of words, and abbreviations: etikga, 4th class, born, club, yazabosladi, etc.

Various tables are used to account for students' spelling errors.

Experienced teachers use the following chart to measure students' orthographic literacy: the teacher writes the misspelled words vertically, and next to them, they note the order of the students who made the mistake in the class journal. Students' written workbooks are also placed in this order. If necessary, the order of the students in the class journal is recorded on the first page of the report book.

If two types of mistakes are made in the same word, it is written twice. This form of reporting can give a complete picture of the whole class and the extent to which each student has mastered the grammar covered. Based on this card, the teacher determines which part of the program

the students have not mastered well and plans what kind of activities should be conducted with the whole class or some students.

Taking into account the orthographic knowledge of students is inextricably linked with taking into account punctuation errors. The same system is used in accounting for punctuation errors: Punctuation errors are also shown in the following form on the back of the card on which orthographic errors are taken into account. It is recommended to fill out the following table based on the report cards to show how the students' spelling and punctuation skills are improving.

In addition to showing how much change is occurring in student literacy, this chart also shows how much work has been done on errors. Such a scheme will also be necessary for the school administration.

When evaluating audits, both the amount and type of errors are taken into account.

Non-gross errors are also taken into account in the evaluation of written works. But it depends on the nature of the error to a certain extent. The teacher defines gross and non-gross mistakes. Usually, mistakes made in words familiar to the students, in the rules that have been covered or in the rules that are being reinforced or the level of mastery is being checked, are considered gross errors. Mistakes in words unfamiliar to readers, mistakes in copying from line to line, spelling the same word twice, some random mistakes are included in the category of non-severe errors.

One word is considered a mistake if it occurs in the place of several words and the same mistake is made in all of them.

Some homework assignments are also graded. In this case, the requirement should be increased, as in inspection work, even in some places. Because the student can use textbooks and various guides to do homework. The nature of the assignments is also important. For example, copying a text without making any changes can result in an unsatisfactory grade for even one mistake.

When the text is copied and rewritten, its evaluation will be different. In this case, even if 2-3 mistakes are made in the orthography that is being strengthened, the work can be evaluated as unsatisfactory. Another situation may also happen: the task is completed, there is no mistake in the specified rule, but the task is completed in a different direction: the topic is deviated from. This shows that the student did not understand the task. In such cases, the work may not be evaluated.

When evaluating the work, it is necessary to take into account the student's level of knowledge, the availability of the textbook, the ease and difficulty of the task, whether the student has enough time to complete it, and others.

The teacher should be very fair when evaluating written works. Students are interested in comparing each other's work. Any injustice affects their spirit.

Any neglect by the teacher in the assessment of written work will have a negative impact on the educational work. That is why it is necessary for the teacher to take into account each situation when evaluating written works. The occurrence of orthographic error can be explained by reasons of a general nature and reasons related to the teaching method of the teacher and the individual characteristics of the student.

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