

ENHANCING STUDENTS' ORAL AND WRITTEN SPEECH THROUGH EDUCATIONAL DICTATIONS IN PRIMARY SCHOOL MOTHER TONGUE CLASSES

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Annotation

The article analyzes the methods of organizing educational dictations in the process of primary school mother tongue lessons. The theoretical foundations of educational dictation are scientifically illuminated.

Keywords: Elementary class, dictation, educational dictation, oral and written speech, knowledge, method, school

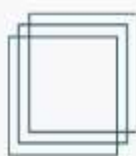
Introduction

One of the main goals of teaching mother tongue and literature in primary school is to improve children's speech and increase their literacy. The role of educational dictations in the further development of this work is enormous. Dictation in school relies heavily on children's auditory perception. Children's imagination also plays a decisive role in this. An important aspect of dictation is that it prepares children to write independently and correctly. With this in mind, each student should incorporate each rule interpreted from the spelling into the children's writing in different ways. In this area, too, dictation is a necessary way of working.

Dictation is derived from the Latin word *dikto* (dictation), which means to tell, to speak, to speak.

Dictation is not only a method of checking knowledge, but also a method of consolidating knowledge. The content of dictation has completely changed by our time: many types of dictation, emphatic, explanatory, visual, creative, free education have emerged, leaving only the name of the dictation, and the essence has become a kind of spelling exercises.

With the help of dictation, students are required to be able to apply orthographic, grammatical theoretical knowledge to writing in a short

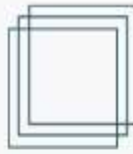


period of time (in the process of dictation writing), which occurs depending on the mental activity of students. Students should be able to comprehend the spelling of the words they are writing while dictating, while at the same time being able to recall the theoretical knowledge learned and apply it in writing. Only then can students write without error. This requires thorough knowledge and automatic skills from students. Dictation in a variety of forms allows the teacher to work closely with the teacher while automatically teaching students to write words independently, without errors, correctly.

It is known that different forms of dictation help students to strengthen the theoretical knowledge of spelling, grammar, the ability to apply this theoretical knowledge in writing, to help students identify shortcomings in writing and the causes of its occurrence. Dictation also determines the extent to which students have mastered certain grammatical topics. This means that advanced teachers make effective use of dictation, bringing it deeper and deeper into life. Consolidation of spelling knowledge given to students can be tested by dictation of their knowledge on one or more topics. This means that through dictation we give students both spelling knowledge and test the given spelling knowledge.

Educational dictations serve to reinforce a spelling-grammatical theme in the child's mind and teach him to apply this theoretical knowledge in writing. Such dictations are conducted in the classroom with the active participation of the teacher and students: before dictation, students are reminded of one or more topics to be reinforced, the spelling of the necessary words is shown, and the teacher is allowed to write the words if students are sure that they are not misspelled. In some cases, during dictation, students are asked to ask the teacher to spell words whose spelling is unknown, and then, after writing or writing, the teacher is given the right to determine the spelling of the word and correct their mistake accordingly. Organizing the work in this way teaches students to write without mistakes. Increases their spelling sensitivity, prevents the erroneous form of words from becoming ingrained in the reader's memory.

Educational dictations also have a test character. During the interview, the teacher will also have the opportunity to identify gaps in students'



knowledge, possible errors in writing, looking for measures to eliminate these shortcomings immediately.

Educational dictation is conducted by the teacher in different contexts and for different purposes: dictation can be recorded after a new topic has been covered. In this case, the teacher writes the spelling of each word that is unfamiliar to the children on the board, explains its spelling orally, and then reminds the students to write the word by asking some students to relate the spelling to the grammar topic they have just covered. This kind of dictation serves as an exercise that reinforces the new topic.

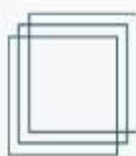
In the process of writing this form of dictation, students become accustomed to independently apply the theoretical knowledge they have acquired from grammar to writing, in which case they are forced to think independently, to make their own judgments about a spelling rule. This lays the groundwork for students to acquire conscious knowledge.

Sometimes, educational dictation can be used to reinforce a topic that has been inculcated in children in a variety of ways over the course of several previous lessons, as well as to identify gaps in students' knowledge and find ways to correct them. In doing so, the teacher encourages students to think more independently, to find their own mistakes, to apply the learned theoretical knowledge to writing without anyone's help.

It is also possible to link educational dictation to multiple topics. There is a special lesson for dictation, depending on the purpose of dictation.

Depending on the purpose of the teacher in the relevant lesson, different tasks are assigned to the educational dictation:

1. The teacher uses educational dictation in order to eliminate various spelling errors in students' writing. At the same time, the teacher pays attention to the thorough mastery of phonetic and grammatical knowledge and their incorporation into children's writing.
2. The aim is to theoretically inculcate certain spelling knowledge in the minds of children through dictation. Assignments can be given, such as extracting relevant words from the text and underlining one of the parts of speech. It is also important to note that even in this type of dictation, students' spelling errors are not left out of the teacher's focus.
3. Dictation is also used to enhance students' speech. At the same time, students take a serious approach to the text of dictation. Students are



required to complete tasks such as adding the necessary words or phrases to the text provided for writing. This kind of task not only activates words in students' speech, but also teaches them to think freely. Develops the ability to express one's opinion in writing

So, depending on the intended purpose, educational dictations are divided into three types:

1. Educational dictations of spelling character.
2. Educational dictations that strengthen theoretical knowledge.
3. Educational dictations of speech nature.

Educational dictations of orthographic character.

This type of educational dictation is used to prevent spelling errors. In this case, the spelling of words that are unfamiliar to the child is explained in a timely manner.

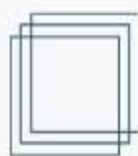
The teacher reminds students of the spelling of unfamiliar words in different ways: reminds them of the spelling rules learned in the previous lesson or in this lesson and links it to the writing, or reminds them of this rule, and children find examples of this, and so on.

This kind of dictation is a dictation of a purely educational nature intended to reinforce knowledge.

This means that in educational dictation of a spelling nature, at the request of the teacher, students become active participants in the lesson. The main goal of the lesson is based on the active thinking of students, their independent approach to the spelling of words in the text. The teacher consistently monitors the students' comments, thoughts, and opinions, and corrects them at the same time if he or she feels a little biased.

Based on the above, we interpret this type of educational dictation into the following types:

1. Emphasis dictation.
2. Explanatory dictation.
3. Explanatory dictation.
4. Conversation dictation.
5. Dictionary dictation.
6. Mixed dictation.
7. Hearing dictation.
8. Visual dictation.



The main task in the study of word groups is to develop students' oral and written speech, to enrich their vocabulary with new nouns, adjectives, numbers, verbs, to gain a clear understanding of the meaning of words used by students so far, to use appropriate words in related speech. In order to successfully solve these tasks, in the process of learning word groups, regular work is done on synonyms, antonyms (terms are not given), students are introduced to polysemous words, their use in their own and figurative sense. At the same time, it is important to link education with students' personal experiences, what they have seen, heard on the radio, and learned from books.

In addition to observing students, developing skills of perceiving important things, enriching their knowledge of the environment, the task of developing their speech is also performed.

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