

 Research Article

INCREASING WRITTEN SPEECH OF STUDENTS. THROUGH WRITING A DICTATION

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ABSTRACT

The article is devoted to the development of improving the written speech of students in writing a dictation.

KEYWORDS

Dictation, methodology, text, knowledge improvement, verification.

INTRODUCTION

One of the most important methodological issues in teaching the Karakalpak language and literature is the improvement of oral speech and written speech of students on the basis of stories, compositions and dictations. Opinions on this issue are expressed in the methodological protocols of E. Berdimuratov and K. Pirniyazov [1], A. Pakhratdinov [2], K. Yusupov [3] and others. From this point of view, when teaching the

Karakalpak language in grades 5-9 of a general education school, work on dictations is of particular importance, on the basis of which students learn spelling rules, punctuation and achieve the goal of developing language skills. Also, when reading assignments given on literary works, it is necessary to pay attention to the correct use of punctuation marks by each student. It should not be forgotten that the



teacher has the sole responsibility to ensure that secondary school students have a complete knowledge and adequate practice of the rules of punctuation.

A. Lilov [4], M. G. Kostava [5], K. Khusanboeva and R. Niyozmetova [6], K. Yusupov [7] and other scientists spoke about teaching students the appropriate principles of punctuation. Enriching the vocabulary of students is associated with learning new words. After reading this, he accepts it as a spoken language for the first time. The words are added to the active speech reserve and learn to use it in the speech process. For this reason, it is necessary to add its spelling norms to the work carried out on the spelling learned by students. The use of various methodological techniques and exercises in the course of daily classes is a key factor in the correct conduct of work related to teaching spelling. When using these methods, students should focus on age differences and their personal development, improve their written and oral speech, memorize, accept it, and help improve their understanding. In grades 5-9, it is carried out with the aim of correct writing, consolidating the acquired knowledge in their native language, determining the degree of their assimilation, developing students' lexical and stylistic skills in colloquial speech, enriching vocabulary, and teaching students. The choice of text is very important during dictation. Most of the texts cited consist only of connected texts and do not follow the correct rules of spelling and grammar. In this case, the teacher himself must prepare in such a way as to meet the requirements. If the text does not correspond to the purpose of the topic, words can be picked up from anywhere. Texts for dictation can be taken from literary works, scientific, widely distributed works, articles, poems. The text prepared for the military dictation should not only correspond to the purpose of the topic, but also be of an educational

nature, and also correspond to the age differences of students, which will stimulate written and oral speech.

In grades 5-9, copying and writing is widely used for spelling exercises (copying without changing the text and copying and writing with changing the text). Pedagogical dictation and its types, grammatical and spelling tasks, creative exercises (creative dictation, extended free dictation with all types of grammatical and spelling tasks, narrative and writing) are conducted. When studying spelling rules related to the pronunciation of words, listening and writing exercises are used more. And when teaching the spelling of words with a difference between pronunciation and spelling, grammar and spelling tasks, copying and writing, explanatory and warning dictations are often carried out.

Students must rewrite and write the text without changing it, and write it down in a notebook without errors. Copy and paste text. Copying and writing specific text yields very little in teaching spelling. Therefore, most often it is held in the lower grades, and in grades 5-9 it is carried out together with a grammar and spelling test.

During dictation, the teacher writes down the words, and the students write the words on their own, without anyone's help, based on their theoretical knowledge of grammar and their habits of spelling rules. In grades 5-9, it is carried out with the aim of correct writing, consolidating the acquired knowledge in their native language, determining the degree of their assimilation, developing students' lexical and stylistic skills in colloquial speech, enriching vocabulary and teaching students. The choice of text is very important during dictation. Most of the texts cited consist only of connected texts and do not follow the correct rules of spelling and grammar. In this case, the teacher himself must prepare in such a way as to meet



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THE MAIN FINDINGS AND RESULTS

In grades 5-9, copying and writing is widely used for spelling exercises (copying without changing the text and copying and writing with changing the text). Pedagogical dictation and its types, grammatical and spelling tasks, creative exercises (creative dictation, extended free dictation with all types of grammatical and spelling tasks, narrative and writing) are conducted. When studying spelling rules related to the pronunciation of words, listening and writing exercises are used more. And when teaching the spelling of words with a difference between pronunciation and spelling, grammar and spelling tasks, copying and writing, explanatory and warning dictations are often carried out.

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During dictation, the teacher writes down the words, and the students write the words on their own, without anyone's help, based on their theoretical knowledge of grammar and their habits of spelling rules. In school practice, there are several types of dictation; explanatory dictation, warning dictation,

selective dictation, free dictation, creative dictation, verbal dictation, control (control) dictation.

These dictations, in addition to the test dictation, are educational in nature and are carried out in accordance with the content and nature of the topic studied in the study of grammatical and spelling rules. Although free dictation and creative dictation, which are part of the dictation structure, are spelling in nature, they are also used to develop students' language skills.

In grades 5-9, the explanatory dictation is devoted to explaining spelling in strengthening and repeating a certain rule passed. In this case, the spellings to be learned are explained before or after writing the text. The procedure for conducting an explanatory dictation is that the teacher reads the text, and after reading it writes it down in notebooks based on listening. After writing the dictation, the teacher explains the spellings that need to be learned. Explanatory dictation prepares students for independent writing of words.

In grades 5-9, this kind of dictation requires students to listen to the words and memorize the word structure, grammar, and spelling rules. Reminder dictation encourages students to use words consciously, get used to independent work and requires them to have a certain enthusiasm during work.

In grades 5-9, selective dictation requires the reader to be aware and patient, to pay special attention to choosing the right word or phrase from a speech work. Free dictation improves the language skills of students, prepares them for writing essays and essays.

In grades 5-9, the type of correctional dictation depends on all the students' activities of interest and is carried out in two directions: firstly, to teach spelling rules, to consolidate the knowledge gained in grammar, punctuation, vocabulary and style, and secondly, to improve oral and written speech of students conducted for promotional purposes. Since



the work performed on the basis of creative dictation comes in all forms and content, it requires creative and active thinking from the student.

Vocabulary dictation in grades 5-9 has two goals: to guide students during the learning period. Firstly, it is carried out with the aim of quickly learning by students complex words related to spelling, and secondly, to replenish vocabulary and stimulate speech. Usually, a word is acquired as a grammatical connection in the form of a root, followed by connected speech. Here the new word is given in context, which is why vocabulary dictation at school often gives good results. This can be done by the teacher by writing (dictation), spelling, dictionary dictation, and writing the word on the blackboard as directed by the teacher. If the student is wrong, it is better to improve all kinds of word exercises. It is useful to enter misspelled words in a spelling dictionary. Systematic work on each new word, reading only as a result of the process, determines the application of its spelling norm.

In grades 5-9, after passing a certain topic or at the end of the semester, a test dictation is conducted to determine the level of education and literacy of students in matters of spelling, punctuation and grammar.

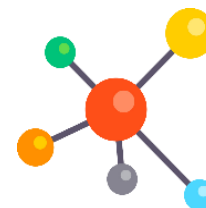
CONCLUSION

In general, the teaching of punctuation in schools is of great importance. Punctuation is an integral and important part of learning your native language. In terms of linguistic communication, theoretical information related to the construction of the native language, it is necessary to fully and correctly use it from a practical point of view, stimulate the student's oral and written speech and form their editing. ability to place punctuation marks in appropriate places. The teacher-subject is obliged to follow this.

As a result, these methods are used to teach punctuation in the classroom and help students improve their speaking and writing. Irkilis symbols should be used in literary works and students' vocabulary should be developed.

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