Methodology for improving the spelling literacy of students in the lessons of the native language in primary grades
(on the example of Karakalpak language schools)

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Abstract
The scientific and theoretical basis of spelling literacy consists of knowledge about phonetics, word-building, morphology and syntax. Therefore, the general system of Secondary Education of students is required to master the following minimum of knowledge of these areas of language education as defined in the programs of the mother tongue: vowels and consonant sounds, sonorous and sonorous sounds; sonorous consonants, which have a sonorous pair, vowels, which are expressed in combinations of letters, vowels and consonant sounds in the composition; ability to distinguish the basis and suffixes of the word, know how to form words in the new meaning of the word-predicate; know how to distinguish words into categories based on their meaning and request, know their grammatic signs; know the connection of words in the sentence and the location of the parts of speech.

Keywords: affix, sentence, speech, morphology, phonetics, syntax, statement, spelling.

Introduction
Language and speech, its role and role in the spiritual perfection of mankind has been studied since ancient times. We read at the Avesto, created in 548-529 BC years: “every age should be brought up so that it can rise to the highest level first by learning to read well, then write”(1,114).

To this problem with spelling literacy, it is natural that each period has its own seal. In particular, parse literacy plays a special role in the international PIRLS program, which is organized on the basis of literacy.

Main part
It is known that the scientific and theoretical basis of spelling literacy consists of knowledge about phonetics, word-building, morphology and syntax. Therefore, it is necessary for students to master the following minimum of knowledge of these areas of language education as defined in the programs of the general system of Secondary Education:
- vowel and consonant sounds, sonorous and unstressed sounds
- there are consonant pairs consonant vowels, sounds denoted by letter combinations, vowels and consonant sounds that in the composition of the word turn are exchanged;
- know how to distinguish the basis and suffixes of the word, know how to form words with a new meaning in the word predicate;
- to be able to distinguish between categories based on the meaning and query of words, to know their grammatic signs;
- to know the connection of words in the sentence and the location of the sentence fragments.

If students acquire the above-mentioned knowledge, they will correctly understand the linguistic foundations of orthographic rules and will not have difficulties in their practical application.
In addition to this, it is required to master the following special set of knowledge on the theoretical foundations of orthography:

1) everyfiy expression of sounds in writing;
2) the spelling of words through a hyphen by separating, adding;
3) written expression of letters;
4) transfer words from one line to the second line by syllable, etc.

Starting from the primary classes, giving an understanding of orthogram plays an important role in teaching students to parse literacy. What does the orthogram mean?

Spelling is a letter. Spelling includes the addition and parsing of words to the spelling, the application of capital letters, the transfer of words from line to line by syllable, the transfer of words from line to line by syllable, pre-chamfering, etc. Orthogram is the writing of words in a certain rule and in any order, they are mastered by students of primary classes in a practical way.

The ability to correctly apply the rules of spelling in the writing process depends on the spelling sensitivity, therefore, the formation of skills of spelling sensitivity in students should be the focus of the teacher.

In the primary classes, the leading sign of the orthogram – its features are formed from the following.

<table>
<thead>
<tr>
<th>Characteristics of orthograms</th>
<th>The amount of orthograms by character-characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonetic signs</strong></td>
<td></td>
</tr>
<tr>
<td>A vowel that comes from the first syllable of the word (navbatchi...)</td>
<td>12</td>
</tr>
<tr>
<td>The vowel O, which came in the second syllable of the word (quduq...)</td>
<td>12</td>
</tr>
<tr>
<td>At the end of the word there is a pair of consonant sounds: b-p, d-t etc.</td>
<td>4</td>
</tr>
<tr>
<td>Consonants X and h (xat, harip)</td>
<td>4</td>
</tr>
<tr>
<td>J from the end of the word (garaj, montaj), Q consonant (qulaq, tayaq)</td>
<td>2</td>
</tr>
<tr>
<td>F consonant from the end of the word and between the words (sharf, shkaf)</td>
<td>1</td>
</tr>
<tr>
<td>The same consonant that come in series in words (katty, appaq...)</td>
<td>1</td>
</tr>
<tr>
<td>At the end of the word all the different vowels from the series (paytaxt, tert, qylq)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Morphological signs</strong></td>
<td></td>
</tr>
<tr>
<td>Named names</td>
<td>2</td>
</tr>
<tr>
<td>-lar, ler suffix</td>
<td></td>
</tr>
<tr>
<td>Sound changes associated with the addition of possessive suffixes</td>
<td>2</td>
</tr>
<tr>
<td>-пын, -пы, -g’а, -ge, -qa, -ke, -de, -da, -dan den suffixes</td>
<td>1</td>
</tr>
<tr>
<td>Joint words: Orayлыq Aziya, ashыq jasыl, toyg’ыn qyzыл..., kirip keldi, барып келди, on bir</td>
<td>1</td>
</tr>
</tbody>
</table>
Couple words: ata-ana, ulken-kishi, қыр-қызыл, sap-sary,

In the language of Karakalpak singormonism-there is a vowel harmony of the word, which means that the phonetic variant of vowel sounds requires a tangent. For example ag’ashqa, yetikke (3,188)

When explaining the rules of spelling to students, the teacher emphasizes the particular features of the spelling of this or that sign.

In the composition of the text, the case with the three raydi spelling is explained practically in some cases, the spelling of some words included in the program is explained according to the rule.

Exercises that develop spelling sensitivity are intended to cultivate the ability of students to identify orthograms in the composition of the text, which are explained by the studied grammatical subject, depending on the character-features of the orthograms, that is, through the difference between the pronunciation and writing of the word.

Exercises that develop parse sensitivity include:
- find the spelling studied from the text;
- move the text, draw under the orphogram under study;
- selection of words corresponding to the orphogram in the given example;
- group of orphograms;

Orthographic character indicates an orthogram in which the reader in the process of performing this or that exercise should know the writing. In this way, the reader is able to formulate an understanding of the spelling – writing of words. In some cases, it is also necessary to remember certain orthographic rules. The rules of spelling, which are associated with the pronunciation and writing of certain vowels, are the rules for the spelling of capital letters, the spelling of words that are separated, inserted and written through a hyphen.

The rules of spelling are developed on different principles. For example, the spelling of sounds in letters is based on a morphological principle. And this ensures that the parts of the word, that is, the basis and suffixes, are written in the same regardless of how they are pronounced. So’zlarni qo’shib, ajratib va chiziqcha bilan yozish asosida leksik-morfologik tamoyil yotadi.

The writing of the head and small letters depends on the meaning of the word and the case of its application in speech. In the first case, the capital letters are written with a small or capital letter, depending on whether the word is a name or a pronoun to the consonants, in the second case it is written according to the boundary of the sentences. In this case, the lexical-syntactic principle is taken as a basis.

When writing words by syllable from one line to the second line, the division and morphemic composition of the word into syllables is taken into account. The basis for the transfer of words from one line to the second line can be called a syllable-morphemic principle.

In each class, the teacher should write on the basis of which part of the word is written according to which orthographic rule, and which principle it is based on, so as not to miss the center of attention. Only then the reader accepts each rule of spelling in the style of part of the orthographic rule. This can be determined by the example of the table below on the rules of spelling.

<table>
<thead>
<tr>
<th>Rules of spelling</th>
<th>Basic Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some rules for spelling</td>
<td></td>
</tr>
</tbody>
</table>
1. Denoting the sounds in letters

The basis is that the suffixes are written in the same (not adhering to writing the basis and suffixes in the same can happen in some cases).

2. The addition of the word and its parts, separating and writing through a hyphen.

Independent and auxiliary words are spelled separately, parts of speech are spelled separately according to the rule.

3. Application of capital letters

Nouns with pronouns are written with a capital letter.

4. Transfer of words by syllable

The word composition is transferred into syllables.

As a result, students perceive orthography not separately in the form of rules, but as a phenomenon in which parts are united, each of which is built on certain principles. On the second hand, they also understand the difference between the rules of spelling, knowing the characteristics of the leader inherent in each rule.

Editing the knowledge of the rules of spelling in this way - systematization ensures that orthography is studied not as a separate section, as defined in the native language program, but in the composition of “phonetics”, “word composition” (word justification), “word categories”.

Taking into account the character-characteristics of the orthogram, the orthographic rules within the above two parts are grouped. For example, orthography in the first part (denoting the sounds in letters) is necessary to distinguish the signs of orthograms. These are the following:

- the pronunciation and spelling of I and O vowels;
- pronunciation and spelling of vowels a and o;
- the pronunciation and spelling of the vowel O ' sine;
- pronunciation and spelling of the vowel e;
- pronunciation and spelling of vowels from the end of the word;
- pronunciation and spelling of voiced vowels from side to side with consonant sounds.

Grouping the rules of spelling on the basis of distinctive signs will help students to understand the general rules deeper and easier to master. As a result, the methods of their application in practice are quickly mastered.

On the basis of the system of spelling knowledge and the consistency in it, the teacher in the process of studying orthographic rules groups the parts of orthography, takes into account the composition of the orthogram – in the introduction of the signs of the orthogram.

Systematization of knowledge on paraphrase literacy in practice ensures its proper assimilation.

The principle of continuity and continuity is characterized by the fact that skills and skills related to the new knowledge, which has been assimilated and is now being assimilated, are the main means of various relations. If spelling literacy is implied, knowledge about the existing skills and abilities in the acquisition of new knowledge will serve as an alternative designation of orphograms.
Thus, raising the academic quality of the teaching of orthography—this means taking into account the quality and effectiveness of Education. It also requires adherence to stratification in ensuring students’ spelling literacy.

### Conclusion

Spelling literacy of students is reflected mainly in written speech. Hence, the orthographic qualification means this conversational qualification. Therefore, since the exercises performed on the spelling are closely related to the development of the speech of the students, it is necessary for the students to go through the stage of performance of these two tasks, that is, to follow the orthographic norms for the written expression of their thoughts.

### References

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