

THE CONCEPT OF SPELLING LITERACY

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Abstract: The concept of spelling is a branch of linguistics that studies the system of rules for the uniform spelling of words and their forms, as well as these rules themselves.

Keywords: Spelling, science, russian language, education, education, words.

Spelling literacy of students is one of the urgent problems facing the school throughout its historical development.

Attention to the word, the mindset of memorization, the activity of thought processes, a conscious attitude to work, volitional tension – all this is of great importance in the formation of spelling skills in younger schoolchildren.

Spelling correct writing involves the ability to find, recognize the phenomena of language on the basis of the so-called spelling skill, which helps the writer to stop, think, check what is written when it is necessary. The further successful teaching of any school discipline largely depends on how the basics of spelling literacy will be formed at the initial stage of education.

The relevance of the research is due to the need to develop spelling skills based on the conscious use of grammatical knowledge, the application of spelling rules involving active mental activity of students.

Throughout the history of the spelling teaching methodology, it has been suggested that the ability of schoolchildren to notice difficulties encountered in writing is important when teaching literate writing. Researchers D. N. Bogoyavlensky, S. F. Zhuikov, G. G. Granik, P. S. Zhedek, V. V. Repkin, methodologists N. N. Algazina, M. T. Baranov, M. R. Lvov, N. S. Rozhdestvensky, M. M. Razumovskaya, A.V. Tekuchev, E. G.

Shatov and others persistently emphasize the importance of the exercise system for the formation of spelling skills, as well as the dependence of the results of spelling training on the ability to detect orthograms.

The lack of appropriate skills is considered the most important cause of spelling errors. Thus, the essence of the problem of the formation of spelling skills in younger schoolchildren determines the contradictions between:

- the declared priority of the formation of spelling skills and the unsatisfactory state of affairs in the practice of the formation of spelling skills in younger schoolchildren;
- the requirement of modern education in the need for the formation of spelling skills in students and the lack of technology for the formation of spelling skills in younger schoolchildren.

Spelling as a science. Principles of Russian spelling Spelling is a branch of linguistics that studies the system of rules for the uniform spelling of words and their forms, as well as these rules themselves.

The central concept of orthography is the orthogram.

An orthogram is a spelling regulated by a spelling rule or established in a dictionary order, i.e. the spelling of a word that is selected from a number of possible ones from the point of view of the laws of graphics.

The spelling consists of several sections:

1) Writing significant parts of a word (morphemes) – roots, prefixes, suffixes, endings, that is, marking the sound composition of words with letters where it is not defined by graphics.

2) Combined, separate and hyphenated spellings.

3) The use of uppercase and lowercase letters.

4) Transfer rules.

5) Rules for graphic abbreviations of words. Russian Russian spelling of morphemes (significant parts of a word) is regulated by three principles of Russian spelling – traditional, phonetic, morphological (phonemic, morphemic).

Russian language analysis of the requirements of primary general education and educational literature in the second grade allowed us to conclude that there are high requirements for the development of spelling skills in Russian language lessons. At the same time, it is obvious that the methodology of teaching spelling in primary school is imperfect: it does not provide special training aimed at developing spelling vigilance. Meanwhile, in traditional and educational programs, it is possible to note a lot of positive things for the formation of spelling skills of students:

1. Conscious attitude to the word.

2. The development of phonemic hearing.

3. Formation of ideas about the orthogram and its identifying features.

4. Exercises for developing spelling vigilance.

5. The use of didactic tools for the organization of work on the formation of spelling vigilance.

6. Specially organized cheating.

7. Using memos to work on mistakes.

8. Graphic and digital notation of orthograms.

9. Diagnosis of spelling vigilance.

This, of course, creates favorable conditions for the further development of spelling skills and can be effectively used in work.

Our goal is to identify and experimentally test the effectiveness of pedagogical conditions that contribute to the formation of spelling skills in younger schoolchildren in Russian lessons. Therefore, we have developed a system of spelling exercises aimed at solving one of the most important problems existing in the methodology of teaching the Russian language - increasing the level of spelling literacy of elementary school students.

In the course of our work, we created a system of lessons with the inclusion of spelling exercises.

As a result of the analysis of the literature, we came to the following conclusions:

1. The use of spelling exercises motivates literate writing.

2. Lessons should include various types of spelling assignments. In the study, we used the following methods: reproductive literature analysis, observation, comparison, generalization.

In accordance with the conclusions, it can be noted that spelling exercises contribute to the effective development of literate writing skills.

During the experimental work, it was proved that systematic work based on the use of effective techniques and means of forming spelling skills can give positive results. We can state that:

- students have mastered the main types of orthograms and their identification features;

- the level of spelling skills formation in the classroom in which the developed methodology was used has significantly increased. In the class where they studied according to the usual program, the results are much lower.

It should be noted that the speed and strength of the development of spelling skills is directly and directly dependent on the overall development of children. It is also necessary to pay attention in order to form spelling skills in children and develop their individual abilities: observation, attention, memory, will, and the ability to analyze.

The success of all work depends on a number of conditions, the main of which are:

- 1) rigorous planning of all work;
- 2) the use of training exercises based on visual, hand-motor, auditory-articulatory perceptions;
- 3) the systematic and versatile nature of the spelling work;
- 4) constant monitoring of the assimilation of the studied orthograms.

As a result of the study, we came to the conclusion that spelling exercises affect the development of spelling skills.

Our experiment gave a positive result due to the following conditions:

- 1) Careful selection of spelling exercises that cause difficulty for students.
- 2) Compliance with a certain sequence of submission of various types of exercises.
- 3) Systematic implementation of spelling exercises;
- 4) Constant monitoring of the results.
- 5) Using algorithms for children who have problems with spelling literacy.

Thus, the hypothesis formulated by us at the beginning of the work was fully confirmed.

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