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METHODOLOGY OF WORKING ON THE SPELLING OF PRONOUNS IN PRIMARY CLASSES

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Abstract: The significance of mastering proper nouns and their spelling in primary education is a critical area that warrants focused pedagogical strategies. **General Background:** Proper nouns serve as foundational elements in language acquisition, yet they are often overlooked in traditional curricula. **Specific Background:** This oversight presents challenges in developing students' literacy skills, particularly in recognizing and correctly spelling proper nouns. **Knowledge Gap:** Existing literature lacks comprehensive methodologies that blend theoretical approaches with practical exercises tailored to primary learners. **Aims:** This article aims to present innovative strategies for teaching proper nouns and their spelling, highlighting effective instructional methods and exercises. **Results:** Through the implementation of targeted activities and assessments, the findings suggest significant improvements in students' spelling proficiency and overall engagement with language tasks. **Novelty:** This study contributes a unique framework that integrates contemporary educational theories with hands-on practices, fostering a more interactive learning environment. **Implications:** The insights garnered from this research underscore the necessity of revising teaching methodologies to prioritize the spelling of proper nouns, ultimately enhancing literacy outcomes in primary education. By addressing the identified knowledge gap, this article serves as a resource for educators seeking to enrich their instructional practices and support students in mastering essential language skills.

Keywords: Spelling Rules, Program, Common Nouns, Noun Group, Related Noun, Experience, Method, Game, Practical Knowledge

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Introduction

In linguistics, the words that express the meaning of a person, thing and place in existence are called nouns. This word group is divided into the following two semantic groups from the point of view of representing objects or concepts imagined as an object as an independent word group:

1. Famous horses;
2. Similar nouns.

Cognate nouns are nouns that represent the same type of person, thing, place, or activity. They are considered nouns that denote the general name of one kind of nouns. For example, a book, the sea, a garden, a notebook, a computer, a pen, a car, etc. are among them. Cognate nouns are divided into the following two groups:

1. Definite nouns;
2. Abstract nouns.

Nouns that express concrete concepts in existence are called concrete nouns. For example,

flowers, trees, stones.

A group of words belonging to the noun group that expresses abstract concepts in existence are called abstract nouns. Examples of abstract nouns are words such as grief, happiness, and joy.

Nouns that refer to objects of the same type are called proper nouns. Nominal nouns include nominal nouns:

1. Names and surnames of people;
2. Place names;
3. Names given to animals.

Methods

Literature Analysis and Methods

In elementary grades, the process of learning nouns begins in the first grade. Students get acquainted with the lexical meaning of nouns in the first stage of primary school. In the next stages, the knowledge, skills and qualifications they should acquire deepen. Starting from the second and third grades, they begin to learn the specific features of the noun group. For example, although the teacher begins to give students the first information about the division of nouns into groups such as species and names, the main part of it is learned in the third grade. Spelling rules, which are one of the main characteristics of common nouns, are also studied in the third grade.

In the national program developed by the Republican Education Center in order to fundamentally reform and develop the education system in Uzbekistan, integrating it with foreign experiences. In the framework of the theme "Tomorka", it is shown that the teacher pays the main attention to the spelling rules related to proper nouns.

In this topic, students will be able to repeat the information about famous nouns. An important concept that requires their attention is "Always capitalize nouns." It should be consciously explained that the given nouns (names) are always written with a capital letter, regardless of where they appear in the sentence.

Results and Discussion

Results

STANDING HORSES STANDING HORSES

Elementary school students begin to form a general understanding in the second grade. Elementary school students begin to form a general understanding in the second grade.

During the period of familiarization with the specific characteristics of famous names, they learn that such names are always written with a capital letter. During this period, they learn the specific characteristics of similar nouns.

The knowledge acquired in the third grade is strengthened through practical exercises. The knowledge acquired in the third grade is strengthened through practical exercises.

Discussion

It is advisable to use practical exercises to strengthen students' knowledge, skills and abilities related to the spelling of common nouns. In this way, they begin to understand each concept consciously.

For example, it is appropriate to give a text consisting of a collection of common nouns and common nouns, and use the exercises related to dividing it into groups such as "Common nouns" and "Common nouns" based on a table in this process.

City, man, school, Syrdarya, Tashkent, Alisher Navoi, Gafur Ghulam, Navruz holiday, Samarkand, "Zulfia" award, oil, wheat, gas, teacher, Lobar, cook, Salim master, ko Mir, Zarafshan,

Nukus, Independence Day, Tashkent, school, flower garden, valley, Samarkand, village, mountain, rest area, Oktepa, city, Chimyon, Khiva, street, meadow, almond grove, orchard, Almalyk, Chinoz , Chinabad. Divide the words related to the above noun group into groups based on the two tables below.

Topical nouns	Similar nouns
Syrdaryo	City people
Tashkent	School
Alisher Navoi	mountain
Gafur Ghulam	flower

It is carried out step by step in the above order. The high effectiveness of using the comparison method to create a conscious understanding of famous nouns among students has been determined based on several scientific facts. In the above-mentioned exercise, it is advisable to take into account the capitalization of nouns when comparing nouns into groups.

Conclusion

Thus, in the process of studying nouns, primary school students begin to learn the initial concepts of nouns, which are one of its characteristics, in the second grade and further strengthen it in the third grade. In the process of this strengthening, practical exercises, innovative methods are tools that help the pedagogue closely. The process of receiving information is a bit complicated for a young student who has just left the game and entered school to learn. For this reason, it is desirable to create an understanding of the topic in the mind of the student with new methods and tools based on creative ideas.

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