# FORMATION OF ORTHOGRAPHIC AND ORFOEPIC CONCEPTS THROUGH PROVIDING PHONETIC KNOWLEDGE TO PRIMARY CLASS STUDENTS

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**Abstract**
This article presents methods of forming orthographic and orthoepic knowledge of elementary school students by providing phonetic knowledge during their education. Using the knowledge acquired in the alphabet, mother tongue and reading literacy classes, creating a foundation for them to be able to perform tasks independently, the role of innovative technologies and exercises in achieving the intended results was discussed.

**Keywords**: Phonetics, phoneme, orthography, orthoepy, alliteration, pedagogical technology, speech, syllable, sound.

## Introduction

Disambiguation pages with short descriptions For the first time, the study of the sound side of the language from a linguistic point of view can be traced to the work of the German scientist E. Sievers "Fundamentals of the Physiology of Sound"[2]. For the most part, Baudouin de Courtenay and his students V. A. Bogoroditsky and L. V. Shcherba made an important contribution to the development of general phonetics in Russia.

Jump to search For this reason, phonetics is regarded as a linguistic stage related to lexicon, morphology, syntax, and stylistics. The phonetics of the Uzbek language is also being studied in depth. V. V. Reshetov, Sh. Shoabdurakhmanov, phonetics Abdullayev, A. Gulyamov in the study of fine phonetics of the Uzbek language; A. Mahmudov and S. Otamirzayeva in the experimental study of the phonetics of the Uzbek language since the end of the 60s; G. Abdurakhmanov, A. Rustamov, Q. Mahmudov, H.Ne and E. Umarov in the study of the historical phonetics of the Uzbek language [4, 12].

## RESEARCH METHODOLOGY

This article uses methods of formation of orthographic and orthoepic knowledge through phonetic knowledge in the educational process of primary school students in the development of phonetic competence, theoretical analysis of literature on pedagogy, psychology, linguistics, methods of teaching native languages, and generalization of pedagogical experience in the field of teaching.

## ANALYSIS AND RESULTS

Phonetic competence is a general term that encompasses many skills and concepts related to sounds or phonemes in spoken words, and this is the ability to recognize and practice sounds. Without these skills, younger school-age students may develop learning problems. Phonetic comprehension skills start with simple elements and become more and more complex as the child learns each skill.

One of the first steps in the development of phonetic competence in elementary school students is the ability to identify words that are paronymous with each other or end with identical letters. For example, you might ask the reader if two words sound similar, or ask them to find a word that is paronymous with another known word. There are many fun activities that can be used to practice word-finding skills where the composition of sounds is similar. For example, students could be asked to draw pictures of things with similar sound compositions, to find objects around the classroom or their house, or to group objects into words with similar sound compositions. To teach this strategy, it is desirable to use picture books or picture exhibitions.

Elementary school students who are just starting their studies rely on picture exhibitions. Picture stories are an excellent resource for practicing and improving phonetic knowledge. Pupils in the literacy period can sort the words in the pictures by their sound, and from the 2nd grade onwards, pupils can try more complex activities using texts. It should be borne in mind that all approaches, processes should be conducted in accordance with the age and level of acceptance of the child. Phonetic competence is important for elementary school students because it is the most important factor for them to be good readers. There are various ways to develop phonetic knowledge. These mainly include songs for children, poems, picture books, games and other practical activities such as sorting and grouping.

When the primary class consists of 4 years, during which time the students learn the differences between X and H through eye memory of the words in which they participated. In order to strengthen the subjects, it is also recommended to use picture dictations in 7-minute minutes of consciousness in grades 1-4. Because illustrated dictations help students remember them well in eye memories. According to the curriculum based on DTS, students in grades 1-4 should know the following about the phonetics section. Phonetics and graphics:

– speech sounds, vowels and consonants;
– slanged and non-slanged sounds;
– consonants that fall in pronunciation;
– pronunciation of x and h sounds;
– pronunciation and spelling of adjacent consonants in a word;
– letter combinations;
– sign of grip;
– -hyphenation, hyphenation and hyphenation are taught[5].

How can phonetic competence be applied to literacy education?

**1. Teaching to recognize phonetic units.** In this, it is important to find the composition of phonological consciousness, such as finding the amount of sounds, syllables, analyzing the composition of sounds and sounds. It is desirable to use different methods and techniques to perform exercises that develop each phonetic knowledge.

**2. Linking the development of phonetic competence with reading and writing.** To develop students' phonetic consciousness, it is of great importance to establish links between reading and writing. Recognition of sounds in spoken language and application in writing are the biggest factors that increase spelling and general reading fluency.

**3. Using phonetic mindfulness "warm-up" exercises.** Adding short phonetic mind-warming sessions at the beginning of each literacy lesson will have a great effect. It involves actions such as breaking words into syllables by clapping, identifying rhyming words, or verbally mixing sounds to form a word and segment it.

**4. Integrate phonetic competence into co-reading and writing.** Build phonetic skills by focusing on recognizing initial sounds or dividing words into segments during co-reading sessions. Modeling and discussing how sounds fit into letters during co-writing sessions and helping students break down and combine sounds into words.

**5. Teaching phonetic comprehension to small groups.** Based on students' knowledge, it is necessary to create small group teaching opportunities to focus on specific phonetic skills. The use of practical exercises, interactive games to consolidate and expand phonetic skills when divided into small groups shows good results.

When teaching children to write, children's attention is paid to the correct, accurate spelling and addition of the letters in the word. Proper organization of lessons by the teacher in the period of literacy will lay the foundation for students to thoroughly master phonetic and graphic knowledge in the future. The teacher's success in this area largely depends on his methods of teaching, skills, didactic materials he uses in the lesson. The organization of the interactive lesson process will allow students to become more active during the lesson, increasing their learning indicators. A certain part of the teaching materials is independently studied by the students, and then comprehensively discussed in the classroom. This lays the groundwork for students to thoroughly master the topic [6].

Indeed, students can express their reaction to the given exercises or ask questions. The vocabulary of children is proof that they know the grammar of the language well. But in order to develop a conscious understanding of grammar, it is necessary to introduce children to different aspects of it in the context of different texts and by connecting them with the environment, their attention should be drawn to different types of language so that they can understand the subtleties of the language and use their native language correctly. In terms of the language learning process and environment, it is important to remember that the processes implemented at one level can be used for lessons at the next

stage. In this regard, interesting and colorful children's literature according to class or level is of particular importance. All language-related skills such as listening, speaking, reading, writing, are interrelated and contribute to the development of each other. Therefore, it is not appropriate to teach them separately. Here it is important to understand that the points of mastering the Uzbek language are interrelated and that several linguistic abilities are manifested in them. The ability to deeply discuss a work after reading or after reading it depends on reading skills, as well as on the ability to listen and speak as well as others. Feedback can also be expressed by writing questions, and answers. Thus, listening, speaking, reading and writing in a language class are connected. With all this in mind, the organization of the educational process on the basis of the curriculum shows high results related to the teaching process and teaching. Proper distribution of lesson plans plays a big role in the educational process. The desired learning outcomes cannot be achieved without proper educational processes.

Writing becomes a meaningful activity when elementary school students have the freedom to write in their own language, in their own imagination and from their own point of view. Children should be given additional opportunities to develop their own language and style, not just copying from blackboards, books or texts written by a teacher. The only purpose of learning to read and write is that children should not only learn to read textbooks and write answers to the questions posed in the different chapters of the textbook, but also that they can use this literacy skills in everyday life [7].

The process of learning to read and write should also include the fact that there are differences in the ways of reading and writing for different purposes. Our reading style also depends on what the purpose of reading is. In the context of writing, it's also important who our reader is, that is, who we are writing for. If society and parents are to be given the same information, then parents and members of society are also among its pupils. In both cases, it is natural that there should be changes in our writing style and language. Similarly, the purpose of reading different types of materials determines the method of reading. If you want to read the information about the school's annual activities on the school bulletin board, then your attention will be focused on certain specific points, such as what date, where the information will be organized, what time and so on. If we read the story, we think deeply about its characters and events, if something happened, why it happened, what is in the story, what would the direction of the story be if the story hadn't happened, etc. There are so many stages in the way we read and write, and each stage is important in its own way. Therefore, it is desirable to encompass teaching the reader on the basis of a specific goal and teaching them to think in relation to this reality, to fully answer the questions asked.

## CONCLUSIONS

In conclusion, it can be said that the use of the above methods for the formation of orthographic and orthoepic knowledge of primary school students through phonetic knowledge in the educational process has a very good effect. Children come to school with

them with different skills, and the experiences they have gained from home, family, and the environment are important. These linguistic qualifications should be used to learn and teach the language. Arriving at school for the first time, the child will get acquainted with the meaning of words and their implications. Children's reading of the text that is present in their environment helps them to understand and develop their interest. Created by their own experience and needs, not by being taught or forced by anyone, they can develop their knowledge according to their own curiosity without any restrictions. It is important that children who are concerned with phonetic analysis in the primary grade make proper use of a variety of familiar and unfamiliar contexts. In these four processes of reading, listening, writing, and speaking, children must be able to create meaning and understand the meaning of what is being said using their previous knowledge. In this situation, many times when reading a text, when we notice an error in phonetic analysis at one point, we re-read it to understand it in the next context. This repetition of the reading is evidence of the search for meaning.

The study of the features of phonetic competence in primary grade students and the development of methods for its improvement allow to improve the quality of preparation for the development of phonetic competence of primary school students and their level of pronunciation.

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